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ABSTRACT

This workbook provides a means of assessing the health maintenance and promotion skills of youth in foster care and offers exercises to develop those skills. The workbook is designed to be used collaboratively by foster parents and youth in substitute care, enabling them to assess, develop, and practice independent living skills, and to maintain a record of demonstrated skills that will accompany the youth throughout his or her stay in foster care. The workbook begins with a comprehensive skills assessment, and each skill is keyed to a set of possible exercises. Five areas of competency are covered: obtaining health care services, personal health information, physical health, sexual health, and emotional/mental health. The physical health section covers nutrition, exercise, adequate rest, and alcohol/drug abuse. The sexual health section focuses on family planning and sexually transmitted diseases and the section on mental/emotional health offers guidance on developing, feelings of self-esteem and competence, building positive relations with others, learning how to handle negative/destructive feelings, and learning to recognize and avoid stereotypes. Examples of the skills described in the workbook include identifying a place to obtain an eye exam, identifying strategies to aid in sleeping, and listing ways to handle the feeling of loneliness. Five general references are included, as well as nine on sexuality. (JDD)

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Health

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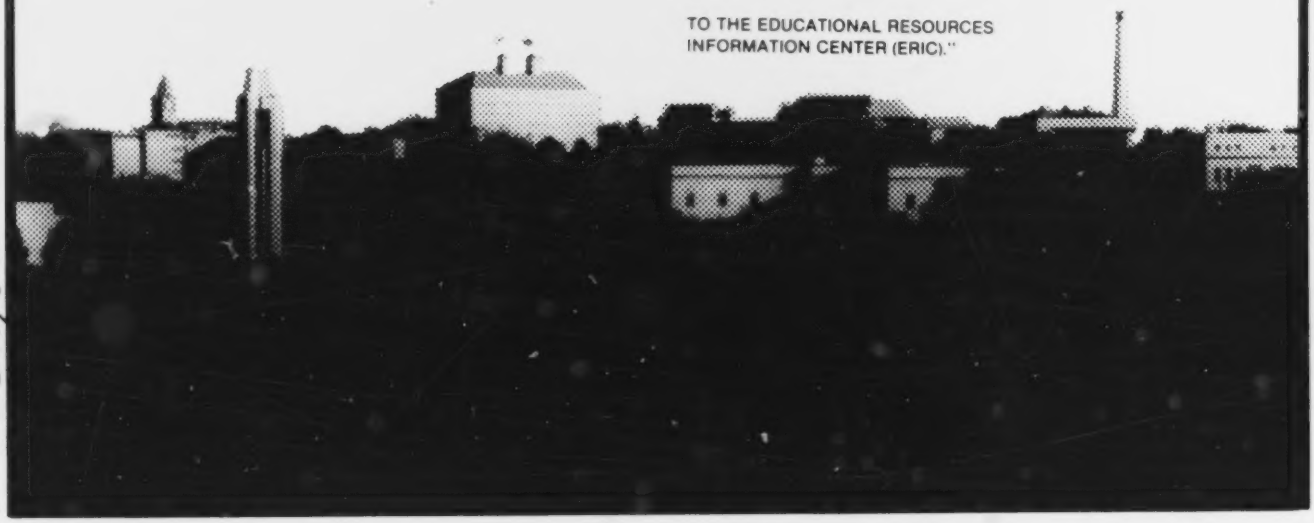

EC 233402

Together to Self Sufficiency:
An Independent Living Lifebook
Health

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Together to Self Sufficiency: An Independent Living Lifebook

Health

The transition from being provided care to independence is difficult for most youth. The desire for self sufficiency and "making it on my own" is tempered with fears of inadequate income, housing, friends, and opportunities. The 17-year-old who has never tried to find, interview for, or hold a job is at a great disadvantage. He or she is likely to be unemployed or find only the lowest paid non-rewarding job. A youth who begins adulthood without the ability to independently seek education, training, and adequate employment--without the ability to manage from one paycheck to the next--without the ability to make friends--starts down a road of potential failure.

Youth who do not have a family of origin to help prepare them for self-sufficiency face problems and challenges. These youth frequently suf[illegible]rom decreased feelings of self-worth and competence as a result of being [illegible]aced in substitute care. For some youth, their family of origin did not have the resources to teach the beginnings of problem solving, decision making or daily living skills. Parenting for those who have experienced several substitute care placements is likely to have been loving and caring but uneven in the preparation for self-sufficiency. These youth have not had the continuity required to learn and develop independence. Some youth in substitute care experience developmental, learning or emotional problems that make learning self-sufficiency skills more difficult. These youth require skills to be broken down into smaller tasks and need more opportunities to practice their use.

The preparation for independence that youth received prior to discharge from substitute care is varied. According to Cook and Ansell (1986), 63% of youth in four states had received no independent living services. The service most likely to be provided to youth in substitute care is psychological counseling (45%). Only four other services were provided to at least 35% of youth (social skills, job search information, sex and birth control information and budgeting skills). The "service area in which youth were provided the most experience before discharge was employment. Sixty-two percent of the youth had at least one job while in care" (p. 7). It was difficult for youth to maintain a job. In addition, "youth in care were discharged with minimal experience in living on their own. Fifteen percent had experienced independent living arrangements. This lack of preparation included a lack of training in basic living skills, no high school diploma, and/or lack of a support system to turn to once they were discharged" (Cook & Ansell, p. 7).

While counseling and employment are needed, it is apparent that more attention needs to be given to other areas as well. Turnbull and Summers (1984), among others, suggest that when people know how to function in a set of life domains they have more satisfying and productive lives. These domains include economic (generating income, budgeting), physical (provision of food, clothes, health care, transportation, home maintenance), rest and recuperation (recreation, hobbies), socialization (interpersonal relationships, social skills), self-definition (self image, recognizing strengths), affection (companionship, intimacy, expressing emotions),

guidance (problem solving, advice and feedback), education (school work, continuing education), vocational (career choice, interests and problems). To become independent, youth need preparation in all of these life domains.

Foster parents are key to youth in substitute care learning independent living skills. Yet there are many characteristics of the foster care system which make this difficult. As youth move from placement to placement foster parents and youth are consumed with the youth's adjustment to a new environment. Each child has his/her individual learning style, acquired skills and skill deficits. There is no easy way for the child and foster parent to identify the independent living skills the youth has, those requiring development, the youth's learning style or learning capability.

Programs to assist foster parents and youth to acquire independent living skills are on the rise. What is needed are more materials to assist foster parents to work with youth toward assessing and developing independent living skills. Some materials have been developed for this audience. Ready or Not and Making It On Your Own include several life domains and are two example of existing material with useful exercises. Ready or Not (Dvorak & Mason, 1985) covers four life domains in addition to planning. It presents much useful material and some exercises. Making It On Your Own (Ansell, 1983) and its supplement (Chandler & Wintker, n.d.) covers a much wider range of life domains with many very useful exercises. Neither of the books includes very many skills and exercises. The Together to Self Sufficiency Lifebook builds on these beginning efforts. Youth and foster parents can use the lifebook as a workbook for assessing independent living skills, developing and practicing independent living skills, and maintaining a record of demonstrated skills which will accompany them throughout their stay in foster care.

The uniqueness of the lifebook includes:

- *Comprehensiveness*. The Turnbull Family Systems model is used to assure that all important areas of functioning are included.

- *Organization*. Each chapter of the lifebook covers a life domain of the Turnbull model.

* Economic	* Socialization	* Guidance
* Physical	* Self Definition	* Education
* Rest and Recuperation	* Affection	* Vocational

- *Audiences*. This lifebook is designed to be used collaboratively by foster parents and youth.

- *Self Paced*. Each chapter begins with a comprehensive skills assessment. Youth and foster parents can begin with any chapter and any set of skills, recognize the youth's current skills and develop new ones.

- *Practical Skill Development Exercises*. Each skill in the self assessment is keyed to a set of possible exercises for the youth and foster parent. Each skill also allows for the youth and foster parent to design their own exercises.

- *Competence Record*. The lifebook will list all of the skills in each domain with space for the youth to record when and how he/she demonstrated skill competence.

At this point two chapters of the lifebook have been drafted. These chapters cover the critical areas of employment and health. The skills and exercises have been developed with great care by drawing upon a large number of materials. Please share your experiences by writing or calling John Poertner.

References

Ansell, D. and Cook, R., Independent Living Services for Youth in Substitute Care, submitted to the Department of Health and Human Services, Administration for Children, Youth and Families, June, 1986.

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Chandler, N. and Wintker, J., Supplement to Making It On Your Own, University of Tennessee, College of Social Work, Office of Research and Public Service, 1984.

Kansas Task Force on Youth Competency, JTPA Youth Employment Competency System: A Model, Kansas Department of Human Resources, August, 1984.

Health

Areas of Competency:

Obtaining Health Care Services
Personal Health Information
Physical Health
Sexual Health
Emotional/Mental Health

Being healthy and staying healthy takes care and commitment. Total health care means not only taking care of your body but your emotions and mind as well. Keeping your body healthy can also help your mental state of health and vice versa.

Taking care of this domain in your life has an effect on every other area too. For instance, if you are ill it is difficult to make the most out of your recreational activities, employment responsibilities and educational endeavors.

Taking care of different aspects of your health can begin with increasing your knowledge in each area and how to obtain assistance with your health care needs.

Obtaining Health Services

Preventive health care, as well as health care to remedy an already existing health concern, can be obtained many places. Knowing where to go for certain health care needs is important because the services may differ depending on what you need.

Personal Health Information

It is important for everyone to try and obtain personal as well as a family health history. This information will be helpful to you in terms of future health care. This record or information can help you keep track of what health care you have received in the past or what care you may need in the future. It can also assist you in keeping track of benefits you are entitled to receive.

Physical Health

Physical wellness depends on many factors. These factors can include nutrition, exercise, adequate rest and the absence of drug and alcohol abuse (including cigarette smoking and excessive use of caffeine).

Drug and alcohol abuse could be mentioned in other areas of health or life domains because the abuse of chemicals can affect every area of a person's life. However, because abuse of alcohol and drugs can become a physical addiction (disease) it will be discussed under this area of competency.

Sexual Health

This area is one that many people, including adults and teens, find difficult to discuss. However, the implications of not discussing the realities of our sexuality and sexual concerns can be devastating or even deadly. This area of competency will include skills relating to family planning, sexually-transmitted diseases and other sexuality issues.

Emotional/Mental Health

Emotional or mental health has to do with being able to cope with life's problems or challenges. Everyone has problems or concerns that require attention; the absence of problems is not realistic for anyone. However, there are certain things you can do that can help you acquire or maintain a sense of well-being and happiness with who you are. The skills needed to help you do this involve exercises aimed at enhancing your feelings of being cared for and loved by others; feeling competent and coping with both positive and negative feelings in a healthy and constructive manner.

This area of competency will also include exercises designed to help you cope with special challenges such as loss, depression and loneliness.

SKILLS

Before you begin the exercises for this domain, refer back to page two. Review the directions presented on this page. The directions will tell you how you can use the scales that follow each skill.

Obtaining Health Care Services:

I can:

- identify at least two places where I could obtain general medical care.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 23

- identify the steps I would go through in order to obtain the services offered by a health-care provider (i.e., doctor or dentist).

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 25

- demonstrate that I know where to go in case of a medical emergency that requires immediate attention.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

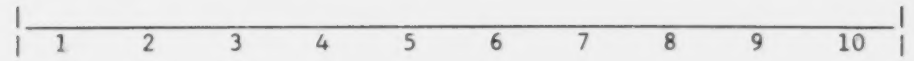
Exercises: pg. 26

- identify at least one place where I could obtain dental care.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 27

- identify at least one place where I could obtain eye exams or other optical services (glasses, contacts, etc.)



Exercises: pg. 29

- identify at least one place where a person could go for gynecological exams.

Exercises: pg. 30

- demonstrate that I have knowledge about the services offered by my city or county health department.

Exercises: pg. 31

- demonstrate that I have knowledge about where to obtain mental health services in or near my community.

Exercises: pg. 33

- demonstrate the ability to list the name and address of the hospital that is closest to my residence.

Exercises: pg. 34

- demonstrate the ability to decide when health care services are needed to prevent illness or remedy a current illness or condition.

Exercises: pg. 35

Personal Health Information:

I can:

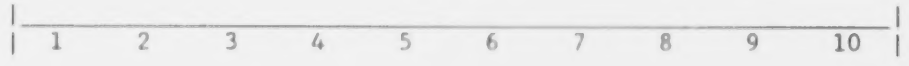
- demonstrate the ability to provide verification of past immunizations.

Exercises: pg. 38

- demonstrate the ability to provide information about past illnesses or hospitalization.

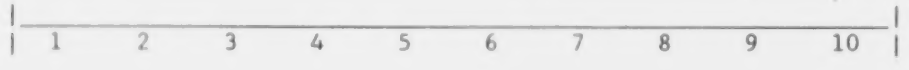
Exercises: pg. 39

- demonstrate the ability to provide information about current health concerns or problems.



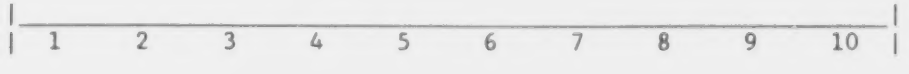
Exercises: pg. 41

- demonstrate that I have knowledge about family benefits (life, health, etc.) that I may be entitled to receive.



Exercises: pg. 42

- demonstrate that I have knowledge about my birth family's medical/health history.



Exercises: pg. 44

- demonstrate the ability to provide verification of birth (certificate).

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 45

Physical Health:

NUTRITION

I can:

- identify the kinds of food I need to eat every day.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 46

- identify the amount of food I need to eat every day considering my age and weight.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 47

- identify the nutritional significance of foods and their role in maintaining good health.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 48

- identify at least three reasons why eating right is important.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 50

- identify at least three physical complications or problems that can arise due to an inadequate nutritional diet.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 52

EXERCISE

- identify at least three reasons why exercise is important.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 53

- identify three forms of exercise that appeal to me.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 54

- identify two resources or places where I can find out how to get involved in sports or in an exercise program of my choice.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 55

- identify at least three positive benefits or results that I get from exercise other than physical ones.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 56

- identify two people that can exercise with me.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 57

- identify two strategies or ways to help motivate myself to exercise.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 58

ADEQUATE REST

- identify at least two reasons why adquate rest is important.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 60

- identify at least two substances (food, drink, etc.) that can interfere with my sleep or prevent me from going to sleep.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 61

- identify at least two strategies for ways to help me relax in order to get to sleep.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 62

- demonstrate the ability to plan my daily activities in such a way as to allow for an adequate amount of sleep every night.

Exercises: pg. 63

ALCOHOL/DRUG ABUSE

I can:

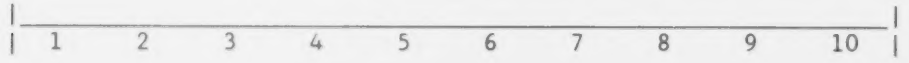
- demonstrate the ability to list at least four reasons why cigarette smoking is damaging to a person's health.

Exercises: pg. 65

- demonstrate the ability to list at least three reasons that people use to justify their smoking habit.

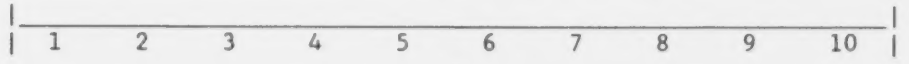
Exercises: pg. 66

- demonstrate knowledge about how the use of tobacco is considered to be drug use.



Exercises: pg. 67

- demonstrate knowledge about how a person could quit smoking.

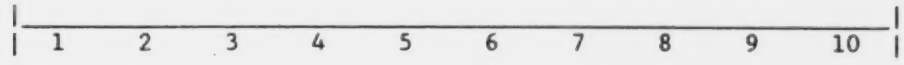


Exercises: pg. 68

- demonstrate the ability to list at least four advantages that a person gains by quitting cigarettes.

Exercises: pg. 70

- demonstrate the ability to list at least four effects that alcohol has on the body.



Exercises: pg. 71

- demonstrate knowledge about how alcohol can become physically addicting.

Exercises: pg. 72

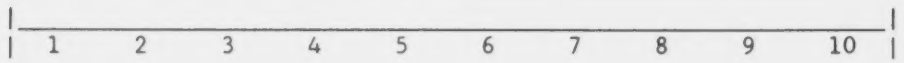
- demonstrate knowledge about how the use of alcohol inhibits a person's ability to operate motor vehicles.

Exercises: pg. 73

- demonstrate knowledge about the effects that alcohol has on a person's emotions and personality.

Exercises: pg. 75

- demonstrate knowledge about how a person's alcohol abuse can affect friends and family members.



Exercises: pg. 77

- demonstrate the ability to list three myths about alcoholism or alcoholics.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 79

- demonstrate the ability to decide how close I might be to the disease of alcoholism.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 80

- demonstrate knowledge about where to find help for a drinking problem.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 84

- demonstrate knowledge about how I would help a friend or family member with a drinking problem.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 85

- demonstrate knowledge about how I could help myself if I am close to someone who abuses alcohol.

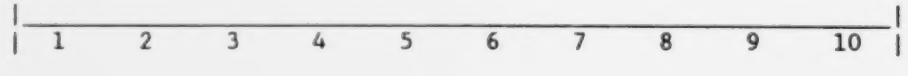
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 86

- demonstrate the ability to list three illegal drugs and their effect on the body.

Exercises: pg. 88

- demonstrate knowledge about how the use of drugs could negatively affect my work or school performance.



Exercises: pg. 90

- demonstrate knowledge about the "warning signs" of drug abuse (how to know when it's abuse).

Exercises: pg. 91

- demonstrate knowledge about where to find help for a drug problem.

Exercises: pg. 93

- demonstrate knowledge about how I could help myself if I lived with a person who abused drugs.

Exercises: pg. 94

Sexual Health:

FAMILY PLANNING

I can:

- demonstrate the ability to identify at least three types of birth control methods.

1	2	3	4	5	6	7	8	9	10

Exercises: pg. 95

- demonstrate knowledge about how to effectively use at least three types of birth control methods.

1	2	3	4	5	6	7	8	9	10

Exercises: pg. 96

- demonstrate the ability to determine which type of birth control would be best for my partner and me to use.

1	2	3	4	5	6	7	8	9	10

Exercises: pg. 99

- demonstrate the ability to list the three options a woman has in determining the outcome of her pregnancy.

1	2	3	4	5	6	7	8	9	10

Exercises: pg. 100

- demonstrate knowledge about how pregnancy occurs.

1	2	3	4	5	6	7	8	9	10

Exercises: pg. 102

SEXUALLY-TRANSMITTED DISEASE

- demonstrate knowledge about how sexually-transmitted diseases are spread.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 104

- demonstrate knowledge about what can happen if sexually-transmitted disease (VD) goes untreated.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 106

- demonstrate knowledge about where to go if treatment for a sexually-transmitted disease is needed.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 108

- demonstrate knowledge about how a person could lessen the likelihood of getting a sexually-transmitted disease.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 109

- demonstrate the ability to define the word AIDS.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 111

- demonstrate the ability to list the ways that AIDS can be transmitted.

Exercises: pg. 112

- demonstrate knowledge about how to practice safer sex.

Exercises: pg. 114

- demonstrate the ability to separate the facts from the myths about AIDS.

Exercises: pg. 115

- demonstrate knowledge about the symptoms of AIDS.

Exercises: pg. 116

- demonstrate knowledge about where to go for the AIDS antibody test.

Exercises: pg. 118

SEXUALITY ISSUES/CONCERNS

Sexuality is a large and encompassing topic. Many books have been written on this topic. Because of the wide range of information that falls under this category it would be nearly impossible to include most of it here in this workbook. However, several references will be given in the exercise section of this area. This will allow you to obtain these materials, through libraries or bookstores, in order to increase your knowledge about your own sexuality.

Emotional/Mental Health

I can:

- list ten things that I do well.

Exercises: pg. 121

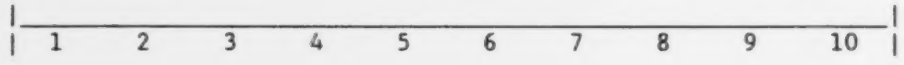
- list five people that I like a lot.

Exercises: pg. 122

- list five people that really like me.

Exercises: pg. 123

- list six experiences from the past five years that were successful or satisfying to me.



Exercises: pg. 124

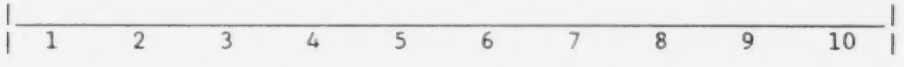
- list six experiences from the past six months that were successful or satisfying to me.

Exercises: pg. 126

- list six anticipated experiences that will be successful or satisfying for me in the near or distant future.

Exercises: pg. 127

- list at least six things that I can do that help me to feel successful.



Exercises: pg. 129

- list at least five personal strengths.

Exercises: pg. 130

- list at least five positive things I have noticed about someone I care for.

Exercises: pg. 131

- list at least three responses that I have used that have kept me from using or believing in my own strengths.

Exercises: pg. 133

- list at least three responses I can use to help me believe in my strengths.

Exercises: pg. 134

- list three areas in my life in which I once felt I had potential, but haven't used or thought about for awhile.

Exercises: pg. 135

- name three areas where I might have potential but never have tried using them.

Exercises: pg. 136

- list at least two Parental messages that I still hear in my head.

Exercises: pg. 138

- list the ways that Parental messages (positive or negative) may be influencing my behavior now.

Exercises: pg. 139

- list at least three behaviors (based on negative messages) that I would like to continue.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 142

- list three responses or sentences that I could use to let someone know that I need some attention or need to be noticed.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 146

- demonstrate the ability to choose healthy, non-destructive ways to handle the feeling of anger.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Exercises: pg. 147

- demonstrate the ability to list three ways to handle the feeling of sadness.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

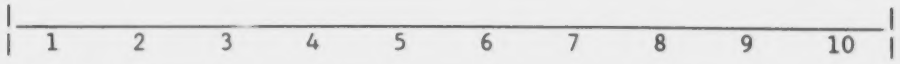
Exercises: pg. 149

- demonstrate the ability to list three ways to handle the feeling of loneliness.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

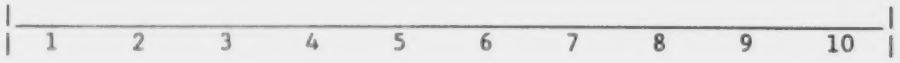
Exercises: pg. 151

- demonstrate the ability to choose at least three ways to handle the feeling of grief.



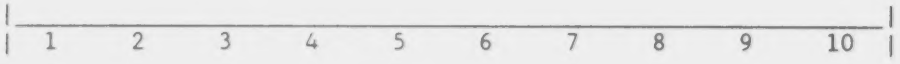
Exercises: pg. 152

- demonstrate at least three things I can do to help myself feel good about me.



Exercises: pg. 153

- list at least ten adjectives or phrases to describe the stereotypes that I have heard about women and men.

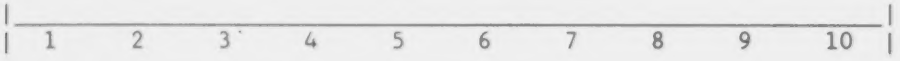


Exercises: pg. 155

- list the ways that gender stereotypes can affect my choice of an occupation or job.

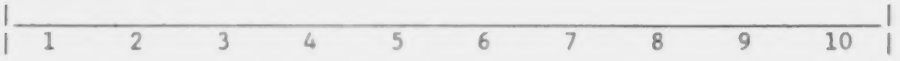
Exercises: pg. 157

- list the ways that gender stereotypes can affect me in terms of having unrealistic expectations of myself or others.



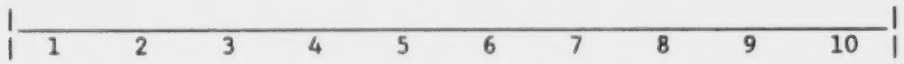
Exercises: pg. 159

- list three ways that stereotypes can cause someone to be prejudiced toward certain people.



Exercises: pg. 162

- list at least two ways that I could re-educate myself if I wanted to change my thinking or beliefs about people that were stereotypical.



Exercises: pg. 164

OBTAINING HEALTH CARE SERVICES SKILLS

EXERCISES

Skill: Demonstrating the Ability to Identify at Least Two Places Where General Medical Care Can Be Obtained

When you are out on your own you will continue to need health care. Before you leave your group home or foster parents, it is wise to have some idea about where you can go to get assistance with such things as physical exams, check-ups, and appointments for flu or infections, etc. Having this information at hand will allow you to access these services easier and faster.

Complete the following items.

I have a regular MD or clinic that I go to for health care.

yes ____ no ____

If your answer is yes, fill in the following blanks.

The name of my doctor is: _____

My doctor's practice or clinic is located at: _____

_____

_____

The phone number is: _____

The office hours for my doctor are: _____

_____

If my regular doctor is unavailable (due to vacation or illness) I can go to

_____

for general health care.

Address: _____

_____

Phone number: _____

If you are unsure of where to obtain general health care services or need information on an alternative doctor or clinic, complete the following exercises:

1. You may first want to check with your caregiver. Ask for information about who you could go to, where they are located and a phone number. This way, if you choose to continue seeing the same doctor, you will have this information with you when you begin to live independently.

2. The phone book is also a good place to look for doctors. Most of the time, doctors will be listed in a phone book under the heading "Physician." Make some phone calls and ask if the doctor is taking new patients. Just a note: When looking in the phone book you may see several listings for specialists. Look for a heading that reads general practitioner or general medicine.

   Whether or not you choose a new doctor or keep seeing one that you have seen in the past, ask if there is another doctor available in the event that your doctor will be unavailable or "booked up." Sometimes doctors practice in a partnership so this information is available.

3. If there is a health department clinic in your community, you can find out what services they offer. Ask if general medical care is available or ask for specific services that the health department clinic offers.

4. Many times, large communities will offer Physician Referral Services, wherein you can ask about a doctor in your community who fits your needs. This service may be listed in your phone book or through television ads.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify the Steps I Would Go Through in Order to Obtain the Services Offered by a Health-Care Provider

Getting in to see a doctor or dentist depends on your ability to take certain steps. Again, knowing what these steps are can help you assess these services easier and faster.

If I needed to see a doctor or a dentist I would do the following:

1.

2.

3.

1. After you know who you can see, you will need to be familiar with how to obtain the services you are needing. If you are seeing a private physician it is most likely that you will need an appointment. Call your physician and find when you can get into the office. If it is for a physical exam (not an emergency) it is a good idea to call and make an appointment way ahead of time. If you are ill, let the nurse or receptionist know this. Many times they will try to schedule you in as quickly as possible.

2. If you use a clinic, call and find out if your doctor takes appointments or if you can just "walk in." Some clinics will see you on a first-come, first-served basis.

3. If you have an appointment or have arranged to "walk in," you will need to think about transportation. Have a plan ready. For instance, are you driving or is someone taking you? Do you need to arrive early to fill out papers for the doctor? How will you get back home? It is also wise to think about your schedule. Have you made an appointment that doesn't interfere with your work schedule? Have you asked for the time off to see your doctor? Can you see the doctor after your school or work day has ended?

   Give these points some thought. Missing an appointment can result in being charged for a visit even when you didn't see the doctor. It can also result in having to reschedule at a date that is far into the future and not convenient for you.

My own exercises and ideas:

Skill: Demonstrating the Ability to Determine Where to Go in Case of a Medical Emergency that Requires Immediate Attention

Sometimes illness or accidents can happen when you least expect it; this can occur around home or when you're in another town or city. In the event that you need immediate medical attention it is wise to know what to do and where to go should this happen to you or someone you care about.

1. In your own community you may have several options open to you. Large communities or metro areas now have emergency clinics in shopping malls or business districts. You can find out if one is near your house by looking in a phone book, looking at a "shopping mall directory" at the mall or by listening to advertisements for these services on television or on the radio. Call the emergency clinic nearest to you and find out the hours for the clinic and the procedures for using this service.

2. Another option to use in your community is the emergency room at a local hospital. If you think that you need medical attention that cannot be delayed, the emergency room is open all hours of the day or night. Although this service can be more expensive to use, it is an option that is always available and can be a life-saver. Find the hospital nearest to your residence. Keep the phone number for the hospital and/or emergency room and the address close to your phone. This way you can call for advice if needed and will always have the address close at hand.

3. In addition to keeping a hospital and emergency number close to your phone it is also a good idea to post the number for the police and ambulance service. You may find that one number can reach both of these services (i.e., 911). These emergency numbers should also be listed in the front of most phone books. This is especially important to remember if you are in a panic or traveling away from home. It is important to note that if you are in doubt as to whether or not you need emergency care, but believe that your situation is serious, it is wise to call an emergency number to be on the safe side.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify at Least One Place to Obtain Dental Care

It will be beneficial for you to have a regular dentist. This dentist can be one that you have used in the past or one that you would like to use. Oftentimes, using a dentist that you've used in the past or using a new one consistently can increase your quality of care. This is due to the dentist being familiar with your care and needs because of the work and records the dentist has done on your teeth.

I have a dentist that I can go to for dental care.

yes ____ no ____

Dentist's name: _____

Office address: _____

_____

Phone number: _____

If you do not have a regular dentist, complete the following exercises.

1. Ask your caregiver who they would recommend to you. Perhaps you can use the same dentist. You may also try asking other people who they receive dental care from and where the dentist is located. Ask the person if their dentist is someone they like. It is also wise to ask if they are satisfied with the quality of work and the atmosphere that the dentist provides.

2. You may also try looking in your local phone book for a dentist. Here you will find listings of the names, addresses and phone numbers of dentists in your area.

3. After you choose a dentist, it may be helpful to you to call and ask for some information about dental care. For example, the receptionist may be able to send you some pamphlets on when dental check-ups are advisable and how to care for your teeth and gums. At this time, you can let the receptionist or dentist know that you are interested in being a patient. If you already know that you need some immediate dental care, ask for an appointment time and date. Let the person you talk with know what your needs are (e.g., checkup, cavity filled, etc.).

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify at Least One Place to Obtain Eye Exams or Other Optical Services

Taking care of your sight is important. Oftentimes, people take this sense for granted and it gets neglected. Regular eye exams are necessary throughout a person's life. Most doctors in this area recommend periodical checkups as a preventive and remedial approach to eye care.

For eye care I go to:

Doctor: _____

Address: _____

_____

Phone number: _____

1. If you already have an eye doctor, you may want to continue seeing the same one. If you have one, the doctor will have a history and records on you. If someone else has been making appointments for you, make sure that you obtain the information that you need so that you can continue contact.

2. Look in the phone book. You can find listings for physicians who specialize in eye care. In the phone book doctors will be located under Physician, Ophthalmologist or Optician. You can call the number listed to ask questions about your eye care and to make appointments.

3. Many ophthalmologists and opticians have services (or services available to them) where you can obtain glasses or contacts. If you are needing these for the first time or need replacements your doctor may be able to assist you with this. Eyeglasses can also be obtained through special businesses that only sell glasses. In order to get eyeglasses from an outlet like this, you will most likely need your prescription from your doctor. If frames are all you need, someone can usually replace your old frames with new ones using your current lenses.

   Your local phone book should have listings for these outlets under Eye Wear, Frames or the business's name in the white pages.

My own exercises or ideas:

Skill: **Demonstrating the Ability to Identify at Least One Place Where a Person Could Go For Gynecological Exams**

Knowing about gynecological services has traditionally been something that women have been concerned with due to the fact that they are the primary consumers of the services that these specialists provide. However, more and more men are becoming aware of the special needs that women have in this area of medicine. Whether you are male or female, knowing where to obtain gynecological services is important, for you and/or someone you care about.

A person could obtain gynecological services in my community at:

_____

_____

_____

Doctor(s) name: _____

Address of office or clinic: _____

_____

Office or clinic hours: _____

1. You can identify places where a person could go for gynecological services by looking in the phonebook. You may find doctors listed under "Gynecology," or "OB/GYN." You may also look under "Physician" for specialists. If you are female and already have a gynecologist, you may want to stick with the same doctor. If not, try the phone book or ask around (friends, caregiver) about a gynecologist they could recommend.

2. Most health departments offer some sort of gynecological services through their family planning clinics. If you have a health department in your area, look up the number in your phone book. Call the number and ask what kinds of gynecological services they offer. You can also ask if they take appointments or if the clinic takes people on a "walk-in" basis.

3. In larger communities you may see advertisements in the newspapers that announce the location and names of different doctors and specialists in a certain area. Looking at these ads can give you some idea about where a person could go for gynecological services. If you choose to, clip these announcements out and keep them or write down any phone numbers or names that you think you would want to refer back to at some point.

My own exercises or ideas:

Skill: Demonstrating Knowledge About the Services Offered by a City or County Health Department

Health departments offer a wide variety of services. Oftentimes the services at health departments can be less costly than services provided by private physicians. This is important, especially if you are watching your spending habits. Health departments also sponsor different workshops on health topics that can enable you to increase your knowledge about your own body and/or health-related activities in the community.

The closest health department to my home is _____

_____

It is located at: _____

_____

Phone number: _____

The services offered by this local health department include:

1. Call your local health department. Ask if someone can tell you about the services that are offered there. Someone can usually speak with you directly or can send you information in the mail about the services. Keep this information in a file somewhere that will allow you to refer to it easily. This will be helpful when you have a question about your health needs and if they can be met through the health department.

2. If you already use your local health department you may already be aware of some of the services that are offered. However, there may also be services that you are not familiar with at the health department. The next time you are at the health department, ask a receptionist, nurse or doctor if they can provide you with information about other services you can use.

3. Another way to find out what services are offered by the health department is to ask others. Perhaps you live with someone who uses these services. Ask around and find out what you can about the services. If you have questions, call the health department to obtain answers.

My own exercises or ideas:

Skill: Demonstrating Knowledge About Where to Obtain Mental Health Services

Many people use the services offered through community mental health centers. The people who work at these centers can help with a variety of concerns that range from long-term mental illness to problem-solving. Oftentimes, it can be helpful to use these services if you feel as if you need some assistance with a personal concern. Professionals can help, when just talking to a friend isn't enough.

I can receive mental health services at:

Name of agency or center: _____

Address: _____

_____

Phone number: _____

1. One way to find out about mental health services is to ask others. Perhaps someone you live with has seen a therapist. Friends or caregivers may be able to suggest a therapist that they have found helpful. Write down the name of the person, where they are located, and their phone number. It is important to note that mental health services may be obtained either privately (someone who works for themselves) or through a center or organization;.

2. Looking in the phone book is also a good way to see what is available in the mental health area. There are several headings that you can look under. These include: Psychologist, Social Services, Psychiatrist, Mental Health and Counseling. Under these headings, you should be able to find listings of those services or people who can assist you. Many times, the listings will also include what the person or service focuses on (e.g., marital counseling, alcohol/drug abuse, etc.).

3. You may also see services announced in the newspaper. Sometimes, community mental health centers will announce a workshop or educational event that is open to the public. In addition, the Sunday paper oftentimes has a spread on community services that are also available.

My own exercises or ideas:

Skill: Demonstrate the Ability to List the Name and Address of the Hospital that is Closest to My Residence

Emergencies do arise. As such, it is wise to know where the nearest hospital is in relation to your home. Sometimes medical care cannot wait and immediate attention is necessary. If an ambulance is not necessary, but you feel you or someone else may need emergency care, using the hospital nearest you can save you time.

The closest hospital near my place of residence is:

Name: _____

Address: _____

_____

Phone number: _____

1. Perhaps you have more than one hospital near you. Maybe you've noticed this by just driving around and noticing their locations. If this is the case, note where these hospitals are in proximity to your residence.

2. Again, you can use your local phone book. Turn to listings of hospitals and find their addresses. Use a map of your community or one that may be supplied in your phone book to determine which one is nearest to you.

3. Ask someone you know or live with if they can tell you where the nearest hospital might be located. Note its location, address and phone number. In the phone book look for this information if the person you asked is not sure.

My own exercises or ideas:

Skill: Demonstrate the Ability to Decide When Health Care Services Are Needed to Prevent Illness or Remedy a Current Illness or Condition

There will be times when you need to decide if you need medical care. Perhaps you need some assistance with nutrition. Maybe you believe you need medication for a sore throat. In any case, being prepared to make decisions about your health care is important so you can maintain your health today as well as for the years to come.

Sometimes physicians recommend that you come in for exams periodically. Do you know how often you need preventive health care?

My doctor recommends that I get a physical exam every _____.

It is best to get my hearing and eyesight checked every _____.

I need to see my dentist every _____.

I have a special medical need that requires me to see my physician every

_____.

Circle your correct answer:

When I am ill I usually

a. Call the doctor right away.

b. Wait until my symptoms get worse

c. Never call the doctor

1. Many people will try to treat themselves when ill with "over-the-counter" medicines. For some, this care seems to be adequate. However, if you are taking medication that you have bought at the store, read the directions carefully. The label will usually tell you how long to take a medication. It will also tell you when to contact a doctor should your symptoms continue after taking the medication. Symptoms such as fever, coughs, and sore throats can be serious if not treated correctly. If you are taking medication and it is not working, it is wise to call a doctor for advice, and if needed, an appointment.

2. Taking care of yourself can lead to you having a sense of when your body is working all right and when it is not. Some people are very perceptive when it comes to this. If you believe that you are feeling different than you usually do (granted you are healthy) then it is wise to call a doctor, particularly if you have felt "bad" for more than a few days. If you are not sure about whether or not your condition or concern is worthy of medical attention it is best to be on the safe side. Call your doctor, the emergency room or clinic and ask for some advice. They may have you come in right away or can help you decide if you need to make an appointment.

3. Health care services often put out pamphlets on different health issues such as colds, flu, stress, sexually-transmitted diseases and others. Contact a local clinic or your doctor and ask if they have reading material or pamphlets on preventing and treating certain illnesses. Many times these pamphlets will include the symptoms of the illness or disease, what you can do to help yourself, and when medical care is advisable.

My own exercises and ideas:

PERSONAL HEALTH INFORMATION

EXERCISES

Skill: Demonstrating the Ability to Provide Verification of Past Immunizations

It is a good idea to obtain this information. Usually people are asked about this when they are young. However, a medical history containing immunization information is more complete when this is included.

I have a record of my immunizations ____Yes _____No

1. Ask a parent or guardian if they have this information. Oftentimes, these records will have been kept on a yearly basis. Make a copy of this information and keep it in your possession.

2. If your parent or guardian does not have a record of this, ask if your current physician does. You can call your physician's office and ask if they can verify, on paper, that you have received your major immunizations. Ask your physician to send this to you.

3. If your current physician does not have this information, perhaps one you have used before does. Find out from your parent or guardian the name(s) of the doctor(s) that might have your records. Contact the doctor and ask how you can get your immunization dates verified for your personal records.

My own exercises or ideas:

Skill: **Demonstrate the Ability to Provide Information About Past Illnesses or Hospitalizations**

This is something you will be asked about quite often, especially if you are trying to get health insurance. You will be asked about past illness and hospitalizations by doctors and admitting personnel at hospitals during intake.

Past illnesses (last five years) that required medical attention:

1. _____

2. _____

3. _____

4. _____

5. _____

Others:

Attending physicians:

At 1. _____

2. _____

3. _____

4. _____

5. _____

Other: _____

Hospitalizations during past five years:

Reason for hospitalization: _____

_____

Hospital: _____

Dates of hospitalization: _____

_____

Reason for hospitalization: _____

_____

Hospital: _____

Dates of hospitalization: _____

_____

Reason for hospitalization: _____

_____

1. If you cannot recall this information, sit down with a parent or guardian and have them help you remember. Perhaps between the both of you, you will be able to come up with this information.

2. You, your guardian or parent, may have records of past medical care. Look through old bills or medical statements that may have been saved.

3. If you can remember certain dates and the names of attending physicians, you can find out more about your past treatment by calling the physician. Since all hospitals and doctors keep records they may be able to tell you when you received treatment, what the illness or condition was and who gave you medical care.

My own exercises or ideas:

Skill: Demonstrating the Ability to Provide Information About Current Health Concerns or Problems

Physicians will oftentimes ask you about current health concerns and medication you are taking before they treat you. It is a good idea to be able to give your doctor specific information about your concerns. This will enable your doctor to treat you correctly.

If you are feeling like you need medical care, think about these questions and your answers before you see your doctor.

a) I started feeling like I needed medical attention on or around

_____ (date).

b) My symptoms include (explain how you feel):_____

_____

_____

c) I have:

felt this way before _____

never felt this way before _____

d) If you have felt this way before, what did the doctor say was wrong?

_____

_____

How did your doctor treat you (medicine, etc.)? _____

_____

_____

_____

e) I have a health concern that I receive medical treatment for on a regular basis.

yes ____ no ____

If yes, what are you being treated for?_____

_____

_____

_____

Are you taking any medication now? _____ If so, what?_____

_____

1. This exercise simply involves answering the previous questions the next time you need medical care. This will prepare you to answer these questions for your doctor.

2. If you have a health concern that requires you to see a doctor regularly, find out all you can about your medical condition. Your doctor can give you information through conversation or reading material. You can also check your local library. Finding out additional information can help you feel more knowledgeable as well as being a good source of information for others.

My own exercises or ideas:

Skill: Demonstrate That I Have Knowledge About Benefits (Life, Health, etc.) That I May Be Entitled to Receive

This is especially important once you are no longer in substitute care. It is wise to find out if you are entitled to health insurance, life insurance or other benefits that your legal (birth) family may have. In addition, Native American youth are entitled to many tribal benefits that they need to be aware of in order to use.

It is also important to think about getting health insurance at some point, particularly if you are not covered by Medicaid.

At the present time, I am entitled to the following coverage or benefits:

When I am out of substitute care I will be entitled to the following coverage or benefits.

1. Talk to your caregiver about how your medical care is paid for at the present time. If you are a Native American person, what tribal benefits can you receive? Native American people can find out this information by contacting a family member, tribal representative or tribal health clinic or facility.

2. Sit down with your caregiver and come up with a plan for future medical care. Can you receive assistance with this from the state? Will you use your own money? Are you covered (health insurance) by your legal parent(s) until age 21?

My own exercises or ideas:

Skill: Demonstrating Knowledge About My Birth Family's Medical/Health History

Sometimes illness or disease is passed down from one generation to the next. You will be asked about your family's health history by doctors or other medical service providers. Find out all you can. This information can help you prevent certain conditions from occurring and can help your doctor treat you more effectively.

I have knowledge about my family's health history.

some _____

little _____

none _____

1. The best way to find this background information out is to ask someone in your family. This can include parents, grandparents, aunts, uncles, etc. Ask them about major illness or diseases that they know are a part of your family's past.

2. You can also ask your caregiver or guardian. Perhaps they have some of your records in their possession or can help you find this medical history.

3. If you were adopted and for some reason are now in substitute care, you may find it difficult to obtain a medical history. Most states do not provide this information to an adoptee. Opening records can be nearly impossible and may take a long drawn-out process with the courts if this is something you want to pursue. If you are adopted and have no medical history from your birth family, let your attending physician or doctor know this.

My own exercises or ideas:

Skill: Demonstrating the Ability to Provide Verification of Birth (Certificate)

Having a birth certificate is important for health reasons as well as for employment: In any case, having your birth certificate or a copy of it in your possession is necessary if and when you may be asked to provide this information.

I have my birth certificate.

yes ____ no ____

I have a copy of my birth certificate.

yes ____ no ____

1. If you need your birth certificate or a copy of it, ask a parent or your caregiver if they have one in their possession.

2. Again, if you were adopted but are now in substitute care, you should be able to obtain a copy of your amended birth certificate. However, in the state of Kansas, adoptees can obtain their original certificate of birth once they reach the age of 18. These can be obtained in Topeka at the State Capitol.

3. If you were not adopted and cannot obtain your birth certificate or a copy from a parent or guardian try another source. Call the hospital where you were born and ask how you could obtain your certificate. You can also try calling the County Records office in the same county that you were born in.

My own exercises or ideas:

PHYSICAL HEALTH

EXERCISES

NUTRITION

Skill: Demonstrate the Ability to Identify the Kinds of Food I Need to Eat Every Day

Physicians, dietitians and nutritionists recommend that people eat a variety of foods everyday. Doing this can help you maintain your health. It can also help you to maintain your energy level throughout your busy day. Eating certain foods everyday can also help you prevent illness or problems later in life.

In the space below, list the four food groups. Describe the kinds of food in these groups that you need to chose from everyday when planning meals.

_____

_____

_____

1. The library is a good source to use for this exercise. Visit your local library and look through the card catalog under Nutrition, Diet or Food. You should be able to find some books on what foods are recommended for your daily diet. You'll also be able to find the nutrition content in terms of calories, vitamins and minerals in many books as well.

2. Information on eating right can also be obtained from your doctor or clinic. Ask for pamphlets or handouts that might be available on diet and nutrition. Your doctor can give these to you and also recommend other sources of information that can help you with this skill.

3. Talk to others about what they know concerning nutrition. They can tell you what they know and can give you some hints about what to buy at the grocery store and how to plan your meals.

My own exercises and ideas:

Skill: **Demonstrating the Ability to Identify the Amount of Food I Need to Eat Every Day Considering My Age and Weight**

Eating right also depends on how much you consume. Different people have differing dieting needs. In addition, as your age changes it is likely that you will need to eat less to maintain an optimum weight. Find out how much you need to eat while considering your age and weight. You may find out you are eating too much or not enough.

List the four food groups and the amount of food in each group that you should eat everyday.

1. Library books can give you this information. As with the previous exercise, look under Nutrition, Diet or Food in the card catalog. Make sure that the book you choose has been published within the last two years. Also look in the bibliography or reference section of the book for additional books that can offer you more information.

2. Once again, your doctor or clinic can give you this information. Ask for information about nutrition, including how much you need to eat for your weight and age.

3. If you want more specific information on nutrition, you may want to contact a nutritionist. A nutritionist may be able to send you information or talk with you directly. Remember: if you have an appointment you will probably have to pay a fee.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify the Nutritional Significance of Foods and Their Role in Maintaining Good Health

Part of eating right has to do with knowing what vitamins and/or minerals are in the foods you eat. The vitamins and minerals in foods are what keep our bodies in good shape and working right.

In the space below, list at least three foods in each of the four food groups. After each food, write down what vitamins, etc., are in each food.

_____

_____

_____

Read the list of vitamins and minerals below. For each one listed, write what role it plays in keeping you healthy. For instance, what does calcium do for your body?

Vitamin A: _____

_____

_____

Thiamine: _____

_____

_____

Niacin: _____

_____

_____

Iron: _____

_____

_____

Calcium: _____

_____

_____

Sodium: _____

_____

_____

Vitamin C: _____

_____

_____

Riboflavin: _____

_____

_____

Vitamin B-6: _____

_____

_____

Vitamin B-12: _____

_____

_____

Phosphorus: _____

_____

_____

Linolenic Acid: _____

_____

_____

Protein: _____

_____

_____

1. Once again, the library is a good resource. Books on nutrition should have this information for you. You might also check in science books that you've used in school.

2. Up-to-date cook books will have this information for you. Check with friends or your caregiver and ask if they have a cookbook you can borrow for this exercise.

3. Your doctor or clinic will also have this information. Ask for information on the vitamin/mineral content of foods and their role in nutrition and health.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify at Least Three Reasons Why Eating Right is Important

Eating right can help you maintain your health now, as well as when you are older.

List three reasons why eating right is important:

1. _____

2. _____

3. _____

1. Books from the library will again be able to provide you with information for this skill. Use the books you've used for other exercises or check out some different ones. Again, books on Nutrition or Diet can help you locate reasons for eating right.

2. Talk to others about eating right. Come up with all the reasons you can think of to eat right. Write these down and see how long you can make your list.

3. Watching television, reading magazines or listening to the radio can also provide you with reasons to eat right. The media is full of advertisements for food and vitamins all aimed at the health-conscious as a result of a new wave of fitness and health in our society.

My own ideas or exercises:

Skill: Demonstrating the Ability to Identify at Least Three Physical Complications or Problems That Can Arise Due to an Inadequate Diet

Many things can happen if a person continually eats inadequately (not enough healthy food). In the space below, list three physical complications or problems that can happen as a result of not eating healthy foods.

1. _____

2. _____

3. _____

1. For this skill, try repeating the exercises that you did for the previous skill.

2. Your doctor or clinic can give you this information. Call or go in and ask for booklets or pamphlets on nutrition and/or vitamins and your health.

My own ideas or exercises:

EXERCISE

Skill: Demonstrate the Ability to Identify at Least Three Reasons Why Exercise is Important

With the current "health craze" these days, it shouldn't be difficult to identify the reasons why exercise is important. More and more people are beginning to exercise than ever before.

Identify at least three reasons why exercise is important.

1. _____

2. _____

3. _____

1. Reading sports or exercise magazines can give you some insight into the benefits of exercise. There are available at libraries or any number of convenience or grocery stores.

2. Contact a local gym or sports center. Ask them if you could come in and talk with someone about the benefits of exercise and why it is important.

3. Talk to people who exercise. Ask them about the changes or improvements they have received from exercising. Find out what they know about the importance of exercise.

My own exercises or ideas:

Skill: Demonstrate the Ability to Identify Three Forms of Exercise that Appeal to You

There many forms of exercise. There is some form of exercise for everyone. To be consistent with exercise it is important that you like the exercise that you are doing. Think about the list of exercises or sports below. Choose three that you believe you would like to try.

Jogging	___	Baseball	___
Walking	___	Softball	___
Swimming	___	Golf	___
Tennis	___	Gymnastics	___
Weight-lifting	___	Bicycle Riding	___
Aerobics	___	Bowling	___
Handball	___	Racquet Ball	___
		Others:	

1. One way to come up with an exercise you enjoy is to try some different ones. Perhaps you know someone who swims. Ask to go along. try it out. Maybe you have a friend who jogs. Go with them and see how you like it.

2. Read about the exercise or sport that appeals to you. Go to the library or buy a magazine that includes information about the exercise or sport you are interested in.

3. Watch others participate in physical activity. Talk to them about what they "get" from exercising or participating in the sport of their choice. Ask them what they like about it.

My own exercises or ideas:

Skill: **Demonstrating the Ability to Identify Two Resources or Places to Find Out How to Get Involved in Sports or in an Exercise Program**

Getting involved in a sports activity or exercise program is easy, particularly if you live in a metro area or medium size community. Oftentimes you can find organized activities or teams to participate on in your community.

Name two places in your community where you can go to exercise or participate in a sport.

1. _____

2. _____

1. Look in your local phone book. You may find activities or exercise programs listed under Fitness or Gym. You can also try contacting the YMCA/YWCA or your community center. If you know the name of the facility you want to contact, look it up in the white pages.

2. Your school may have intramural activities you can participate in. Ask your principal, a teacher or a friend about what is available.

3. Ask others about where they exercise. They may have information for you about their own exercise program or one that they participate in themselves.

My own exercises or ideas:

Skill: **Demonstrating the Ability to Identify at Least Three Positive Benefits or Results that I Get from Exercise (Other than Physical Benefits)**

Physical exercise keeps your body in shape. Many people who exercise also talk about how exercising helps them in other ways as well. Think about how exercise, either past or present, has given you positive benefits other than just physical results.

Identify at least three positive benefits of exercise.

1. _____

2. _____

3. _____

4. _____

1. Exercising with others may be something you have done in the past or are doing right now. Think about how you felt with a friend or a group of people. Did exercising with them help you feel less isolated? Did you feel a part of a group as a result?

2. Some people find that exercising helps them relax. When you have exercised, did you feel less "stressed out" or calmer? Perhaps you began exercising when you were angry about something. Did exercising help lessen this feeling for you?

3. Exercising for many people helps them feel better about themselves. Think about how exercising can make you feel better emotionally. Does it help your self-esteem?

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify Two People That Can Exercise With Me

Sometimes exercising with others can be more fun than exercising by yourself. Finding others to exercise with can also be a great motivator. Think about the friends you know. Are there a couple of your friends who enjoy exercising? Do these friends enjoy the same exercise or sports that you like?"

Name two people who could exercise with you.

1. _____

2. _____

1. Think about the places where you exercise. Do you see others while exercising? Maybe they exercise the same time that you do. Ask someone if they would like to exercise or work out with you a couple of times a week. Maybe they are looking for someone to work out with too! This could be a great way to make new friends.

2. Ask others to exercise with you when you are out with friends. Ask at school. Maybe you can help motivate others to exercise and a whole group could work-out together on a regular basis.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify Two Strategies or Ways to Help Motivate Myself to Exercise

Some people find it difficult to exercise on a regular basis. Others seem to be self-motivated and find it fairly easy to exercise often. If you believe that you could use some strategies or ways to improve your motivation the following exercises may help.

I would use the following strategies to motivate myself to exercise.

1. _____

_____

2. _____

_____

1. One great way to motivate yourself to exercise may be to have someone go with you. Sometimes it can help to make a commitment with another person to meet them somewhere at a certain time. The exercises for the previous skill can help you locate someone to exercise with.

2. Make a list of all the reasons you would like to exercise. List the benefits that you are likely to receive from exercising. Look at this list every day. Seeing those benefits in writing may help you convince yourself that exercising is healthy and fun!

3. Have a contest with another friend who exercises. See who can exercise on a regular basis for the longest amount of time.

My own exercise or ideas:

ADEQUATE REST

Skill: Demonstrating the Ability to Identify at Least Two Reasons Why Adequate Rest is Important

Getting enough sleep or rest is important. People's need for sleep varies depending on such things as age, activity level and emotional state. Although adequate sleep or rest may not seem necessary at times, there are many reasons to attend to this part of your life.

List at least two reasons why adequate sleep or rest is important.

1.

2.

3.

1. Think about how you feel when you don't get enough sleep or rest. How does lack of sleep affect you at work, school or at home? Can the results of inadequate rest or sleep help you in determining why sleep is important?

2. Besides your own experiences, reading about why sleep is necessary can also offer you insight into its importance. Books on sleep, biology and physiology can tell you more about this topic. Go to your local library and look through these books or check them out.

3. Talk to others about the importance of sleep and how inadequate rest affects them.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify at Least Two Substances (Food, Drink, etc.) that Can Interfere With Sleep

Ingesting different substances can affect your ability to sleep well and rest soundly. Certain chemicals in substances interact with our nervous systems and can "speed things up," thus making it difficult to fall asleep.

Name at least two substances that can interfere with sleep.

1.

2.

3.

1. Think back to times that you might have had difficulty falling asleep. Can you recall eating or drinking something that might have caused you to stare at the ceiling for hours? Sometimes a connection can be made. If this is the case, watching your intake of certain substances near bedtime is advisable.

2. Substances such as tobacco, coffee, soda with caffeine and chocolate are a few of the things that can inhibit sleep. For this exercise, try to think of substances other than the ones above that could be added to the list of "sleep inhibitors." After you do this, use the space below to describe why and how these substances can inhibit sleep. Books on this are available at your local library. You can find this information by locating books about alcohol and drug abuse. Books on fitness and health may also make reference to this.

3. Talking to your doctor or a nurse can also give you some idea as to the substances that can prevent you from sleeping or resting. These substances can range from food to even prescription medication.

   A note: If you have trouble falling asleep on a regular basis, you may want to discuss this with a doctor.

My own exercises or ideas:

Skill: Demonstrating the Ability to Identify at Least Two Strategies or Ways to Help Me Relax in Order to Get to Sleep

It can seem nearly impossible to get to sleep sometimes. However, there are ways to help yourself relax in the event that another "sleepless night" seems to be approaching.

In the space below identify at least two strategies that you can use to help yourself fall asleep.

1.

2.

3.

1. A good way to find out what would help you relax is to find out what works for other people. Ask your friends what they do to relax. Perhaps they can give you some ideas that might work for you.

2. Your doctor or clinic can give you information concerning relaxation and stress-reduction. Call and ask if pamphlets or booklets are available on this subject.

3. The library is also a good place to look for information on this subject. Books on yoga, meditation and relaxation will include techniques that you can use to relax. Check some books out or make some notes from these books while you're at the library.

My own exercises or ideas:

Skill: Demonstrating the Ability to Plan Daily Activities in Such a Way as to Allow for an Adequate Amount of Sleep Every Night

Since sleep is important and can affect our moods and productivity levels during the day, there will be days when you feel tired and worn out due to lack of sleep the night before. However, planning to get enough sleep can help lessen the likelihood that this will occur on a frequent basis. Planning your evening and daily activities will help you to get a schedule for yourself so that you can take care of this essential part of your health.

If I had a party and it was going to last until midnight, I would plan it for a:

weekday _____ weekend _____

If I had a big day planned, the evening before I would:

stay up late _____ go to bed at an appropriate time and get some rest _____

1. Usually people gain some sense of how much sleep they need every night in order to feel rested the following day. With this in mind, think about your daily activities. You may want to note the following items when considering the sleep that you need to get each night.

   1. Do I consider having to get up early for work or school when I plan my evenings during the week?

   2. If I want to do a lot of activities in the evenings, do I space them out during the week so that I don't try to do too much in one evening?

   3. When I want to stay up late, do I plan to do this on an evening when I don't have to be up early the next day?

   Try making out a weekly schedule of your activities. Note the day, the activity and the approximate time your evening activities will take. Remember to consider the following day and plan accordingly so that you don't over-schedule an evening's worth of activities.

2. If you need some assistance with remembering to get enough rest, ask someone to remind you. We can get caught up in doing fun things and sometimes lose sight of how much rest we need. You might even try posting reminders in your room to help you remember to plan something on an evening that won't interfere with your rest or the next day's activities.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Four Ways that Cigarette Smoking is Damaging to a Person's Health

Many people smoke for various reasons. Tobacco has been used for centuries; however, current research has suggested that cigarettes are damaging to the body in many ways. Think about what you have heard or read about cigarette smoking.

List at least four ways that cigarette smoking can damage a person's health.

1.

2.

3.

4.

5.

1. The media (television, newspapers, magazines) are beginning to include more stories or announcements on the hazards of smoking. When you are reading or watching television, look for warnings about smoking. Note the different physical complications that can occur as a result of using cigarettes.

2. Any package or carton of cigarettes will have the Surgeon General's warning on it. If you smoke, are around someone who does or are in the store, pick up a package and read the warning. These warnings will state how cigarette smoke affects people and what the results can lead to for smokers.

3. A person who smokes is usually well aware of the dangers of smoking. Ask a person who smokes to tell you about these dangers.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Three Reasons that People Use to Justify Their Smoking Habit

Although the dangers of smoking are well known by most people, those who smoke continue to do so. This is in part due to their physical addiction to nicotine and is perpetuated by rationalizing the use of cigarettes.

List at least three reasons that people use to justify their smoking habit.

1.

2.

3.

4.

1. Any smoker will be able to give you reasons why they continue to smoke. Ask a smoker. If you smoke, make a list of all the reasons why you do.

2. Contact your local American Cancer Society. Ask for information that can be sent to you containing material on smoking, how to quit, etc. Usually this material will contain information on the reasons people give for smoking.

3. Any doctor or clinic should have information on smoking and the danger it poses for people. This information should be widely available, as this health issue is at the forefront right now.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How the Use of Tobacco is Considered to be Drug Use

With more and more public education about drug and alcohol abuse, people are beginning to understand the nature of addiction and those substances that are physically as well as psychologically addicting.

Describe how tobacco could be classified as drug use:

What substance in tobacco is addicting?

1. Information on tobacco and smoking is available through the American Cancer Society. This should be listed in your phone book. Contact them and ask for information to be sent to you. Read through the materials you receive. You will find answers to the questions for this skill as well as the ones that follow.

2. Up-to-date books and other reading material should make reference to nicotine, tobacco or cigarettes. Your local library should have books on drug use and abuse. Look up Drug Abuse in the card catalog to start your search. If you have difficulty finding a book, ask the librarian for assistance.

3. Once again, your doctor can give you information on this subject. Call the office or go in and ask for some information.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How a Person Could Quit Smoking

Some people who smoke eventually choose to quit. Although quitting may seem like a simple process, for most smokers it isn't. It takes time and special strategies to overcome an addiction.

In the space below, describe what you know about how a person can stop smoking.

1. Using the information you have received from a doctor or the American Cancer Society (see previous exercises on this subject), note the strategies that people can use to quit smoking. Use the space above this exercise to do this.

2. Try talking to someone who has quit smoking. Undoubtedly, they used certain strategies to help themselves quit. Ask then how they did it!

My own exercises or ideas:

Skill: **Demonstrating the Ability to List at Least Four Advantages That a Person Gains by Quitting Cigarettes**

People who smoke or quit are usually aware of the advantages or benefits that can be gained by stopping.

What advantages do you think people gain as a result of not smoking? List these below.

1.

2.

3.

4.

1. Talk to a person who has quit smoking. They can tell you first-hand what they have gained and how their lives have changed as a result.

2. Again you can use the information you have from the doctor or American Cancer Society to find out the advantages of not smoking. Read through the material and look for this information.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Four Effects that Alcohol Has on the Body

People have been using alcohol for a very long time. Beer, wine and liquor are the most common beverages that contain alcohol. Alcohol is used for a variety of reasons and affects the body in a number of ways as well.

List at least four effects that alcohol has on a person's body.

1.

2.

3.

4.

1. Alcohol use over time can damage certain body organs. To find out more about this, contact a local alcohol/drug resource center or mental health center. These should be listed in your phone book under the agency name or under Social Services. These agencies can give you information and even show you films on alcohol use and abuse.

2. The library can supply you with information, in both books and journals, on alcohol abuse and alcoholism. In these articles and books you can find lots of information on alcohol, addiction, treatment and etiology (causes).

My own exercises or ideas:

Skill: Demonstrating Knowledge About How Alcohol Can Become Physically Addicting

Alcohol use over time can become physically addicting. In other words, a person becomes dependent on alcohol in order to function. Once a person reaches this stage, the absence of alcohol will produce withdrawal symptoms (seizures, shaking, hallucinations). Why does this happen?

In the space below, describe how alcohol can become physically addicting.

1. Contact your local alcohol/drug resource center or mental health center. Someone on staff can talk to you about this, give you information or show you a film.

2. The library should have many books on Alcoholism, Alcohol Addiction and Alcohol. Check some books out. A staff person at a resource center or mental health center can also tell you what books might be available at the library for you to read.

3. Another excellent way to find out about physical addiction is to ask a person who is a recovering alcoholic. If the person has been through treatment or has/is attending AA, he or she will be able to tell you what they know about addiction as well as their own personal experience.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How the Use of Alcohol Inhibits a Person's Ability to Operate a Motor Vehicle

Many motor vehicle accidents occur each year as a result of someone driving drunk. The consequence of this often is death.

Name some reasons why a person should not operate a motor vehicle after drinking.

What does alcohol do to a driver that makes it difficult for the person to drive safely?

1. Do you know someone who has repeatedly gotten a DUI (driving under the influence)? If you do then they have probably attended a driving school. In this school, they learned about the dangers of driving under the influence and information about alcohol abuse and alcoholism. Ask them what they learned.

2. Again, many books that you may have looked at from previous exercises may include this information. Also look at information you may have from your local alcohol/drug abuse resource center, treatment center or mental health center.

3. Perhaps you have seen someone intoxicated. Do you remember their behavior? If you do, think about how their behavior or impairment could have made their driving dangerous. Why would this behavior make it dangerous for them to drive? Use the space below for your explanation.

My own exercises or ideas:

Skill: Demonstrating Knowledge About the Effects That Alcohol Has on a Person's Emotions and Personality

Besides impairing a person physically, alcohol impairs a person's moods and emotions. Many people can drink and show little outward change in their emotions or personality. However, there are people who drink and show a drastic change in character.

In the space below, describe the changes that can occur in a person's mood, emotions or personality as a result of using alcohol.

1. If you have been around someone who drinks, perhaps you have seen a change in that person occur. Think about this experience. Use the space below to describe this experience and what you saw the person doing or saying. Was the person different drinking than sober? How did seeing this event make you feel?

2. Books from the library or material from alcohol/drug-related agencies can also offer you insight into how alcohol affects a person's emotions and personality. Use the books you've used before or go to the library again. If you have difficulty finding the books, ask the librarian for assistance.

3. Think about movies you have seen or television shows you have watched. Do you recall seeing what affect alcohol had on people? How was the person acting or behaving? Were they different when they were drinking than when they were sober? How did others around them react to their drinking or behavior? Use the space below to describe what you have seen on television or in the movies.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How a Person's Alcohol Abuse Can Affect Friends and Family Members

Alcoholism and alcohol abuse affect not only the person who is drinking but others involved in this person's life. Friends and family behave and cope with a drinker in many different ways. Oftentimes, these people display behavior that is just as unhealthy as that of the drinker.

People close to a problem drinker who are in some way affected by the alcohol abuse are called co-dependents or co-alcoholics.

In the space below, explain how a person's alcohol abuse affects others in that individual's life. (Think about how people behave around a problem drinker.)

1. This information can again be found in books, pamphlets, films or discussions with people through a local alcohol/drug treatment center, resource center or mental health facility. You may also try asking a helping professional that you may know. Many people, such as social workers, can provide you with some insight into co-dependency.

2. Open AA and Al-Anon meetings are in many communities in the U.S. and abroad. Open meetings are available so that the general public or interested persons can attend. To attend you do not have to be an alcoholic or co-dependent (Al-Anon). Alcoholics Anonymous is usually listed in phone books. Call this number and tell the person that you would like to attend an open Al-Anon meeting. They can give you a time, date and place where the meeting will be held.

   By going to an Al-Anon meeting you can hear from others how alcohol abuse (by someone close to them) has affected their lives.

3. Perhaps you have lived with or know someone who abuses alcohol. How has this affected you? Are you aware of certain behavior that you engage in to attempt to cope with this person's drinking? What do you do? How do you feel when you are around this person and they are drinking? Describe this experience below.

My own exercises or ideas:

Skill: Demonstrating the Ability to List Three Myths About Alcoholism or Alcoholics

The use of alcohol itself has been an issue for hundreds of years. Some people believe that alcohol is fine to consume in moderate portions, while others think that any alcoholic beverage at all is "bad." Certain myths or false beliefs about alcoholism and alcoholics still exist along with beliefs about the drug itself. When thinking about alcoholism and the victims of this disease, it is wise to know truth from fiction.

List three myths that you have heard about alcoholics or alcoholism.

1.

2.

3.

1. Any professional in the field of alcohol/drug abuse can give you some insight and knowledge into what is known about alcoholics and alcoholism. Treatment and mental health centers can offer you this information through talks, interviews, books, research and pamphlets. Look in a phone book or watch television for announcements regarding treatment centers or numbers to call for more information.

2. Ask a person who is a recovering alcoholic. They can tell you what they have learned about the disease of alcoholism and what being a recovering alcoholic means to them. If you don't know of someone who is recovering, call a local AA chapter (see your phone book) and ask if someone would volunteer to talk with you about this subject.

My own exercises or ideas:

Skill: Demonstrating the Ability to Decide How Close I Might Be to the Disease of Alcoholism

Alcoholism has warning signs. You may recognize the signs in yourself or in a friend. For this skill, complete the following checklist as honestly as you can. If you suspect someone else close to you may be alcoholic, think about them and answer the questions or see if they would be willing to complete it.

HOW NEAR IS ALCOHOLISM TO YOU?

PHYSICAL:	YES	NO
1. Do you crave a drink at a definite time daily?	___	___
2. Do you feel under tension much of the time when not drinking?	___	___
3. Do you, at times, have the "shakes," extreme nervousness, or dry heaves?	___	___
4. Does drinking cause you to have difficulty in eating or sleeping?	___	___
5. Do you need a drink the next morning?	___	___
6. Have you been unable to get to work?	___	___
7. Do you lose time from work due to drinking?	___	___
8. Has your physician ever treated you because of drinking?	___	___
9. Have you been to a hospital or sanitarium because of drinking?	___	___
10. Have you ever had alcoholic convulsions or delirium tremors?	___	___

MENTAL: Intelligence
Thinking - Judgment

1. Have you ever had a "blackout" (complete loss of memory (as a result of drinking?	___	___
2. Do you drink to build up your self-confidence?	___	___
3. Do you drink to escape from worries or troubles?	___	___
4. Have you ever felt remorse after drinking?	___	___
5. Are you at times possessed with unreasonable fears?	___	___

6. Do you have feelings of guilt or inferiority? ___ ___

7. Are you extremely sensitive to other people's opinions, particularly as they relate to your personal life? ___ ___

8. Do you drink because you are "shy" with other people? ___ ___

9. Do you at times have minor hallucinations? ___ ___

10. Would you rather drink alone? ___ ___

BEHAVIORAL: The way you act

1. Have you become noticeably short tempered, irritable, or opinionated? ___ ___

2. Is drinking making your home life unhappy? ___ ___

3. Does drinking make you careless of your family's welfare? ___ ___

4. Are you inclined to evade responsibility? ___ ___

5. Has your ambition decreased since drinking? ___ ___

6. Has your efficiency decreased since drinking? ___ ___

7. Is drinking jeopardizing your job or business? ___ ___

8. Have you ever gotten into financial difficulties because of drinking? ___ ___

9. Do you turn to lower companies and an inferior environment when drinking? ___ ___

10. Is drinking affecting your reputation? ___ ___

SPIRITUAL:

1. Do you lie about your drinking? ___ ___

2. Are you lying increasingly as a matter of course? ___ ___

3. Have you lost interest, affection, or love of other people? ___ ___

4. Have you become extremely self-centered and selfish? ___ ___

5. Do you blame others for the unhappy situation in which you find yourself? ___ ___

6. Do you hold bitter resentments toward certain people--wife, husband, employer, associate, or friend; and do you continue to harbor these resentments? ___ ___

7. Are you still convinced you can "run your ship" in life without help and advice? ___ ___

8. Have you lost your faith? ___ ___

9. Are you dishonest with yourself? ___ ___

10. Have you lost all self-respect? ___ ___

After you (or someone you know) has completed the checklist, complete the following phase worksheet.

IS IT ALCOHOLISM?

The following symptoms have been compiled from several studies of nearly 2,500 alcoholics. They are offered as the most dependable signs of the advance of the illness; but only with two cautions: not all of the symptoms may appear in any individual case, and they may not occur in the order indicated.

The behaviors listed are those which tend to distinguish the alcoholic--a pathological drinker--from "normal," "social" or "heavy" drinkers. Thus, many crises common to alcoholics (hangovers, gastritis, getting arrested) are omitted because they also happen to others who drink.

1. THE EARLY PHASE

In this pre-addictive (prodomal) phase, ages average from 20 to 25 or 30.

Distinguishing symptom: ( ) Memory blanks after relatively moderate drinking. The drinking may be heavier than is customary but still may not be regarded by friends or family as too unusual. Other symptoms:

( ) Sneaking drinks
( ) Gulping first drinks
( ) Unwilling to discuss his drinking
( ) "Pre-drinking" drinking
( ) Guilty feelings about drinking
( ) More frequent memory blanks

Hazards: These are now more promised than present. But treatment now, including abstinence, is necessary to prevent the advance of the disease process. And treatment now will be far easier and more productive than in the later phases.

Distinguishing symptom: ( ) Loss of control; drinking becomes "all out" once begun (as of an evening) and is now often obviously excessive with intoxication frequent. Other symptoms:

( ) Rationalizations about drinking
( ) Periods of abstinence
( ) Flashes of aggressiveness
( ) Grandiose behavior
( ) Others disapprove of drinking
( ) Persistent remorse

2. THE MIDDLE PHASE

This is sometimes called the crucial phase, because it marks the onset of addiction. Ages average from 25 or 30 up to 35 or 40.

( ) Changes in drinking pattern
( ) Other interests decline
( ) Devalues relationships
( ) Considers geographic escape
( ) Neglects eating
( ) Decrease in sexual drive
( ) Protects supply
( ) First hospitalization
( ) Behavior becomes alcohol-centered
( ) Drops (loses) friends
( ) Marked self-pity
( ) Quits (loses) job
( ) Family changes habits
( ) Unreasonable resentments
( ) Alcoholic jealousy

Hazards: At work, efficiency suffers and the career slips. At home, financial problems mount, family relations suffer severely and emotional damage to the children advances. Suicide or accidental death becomes a possibility. Treatment is now mandatory to save the family, the job, and physical health.

3. THE CHRONIC PHASE

Distinguishing symptom: ( ) obsessive, often continuous, drinking. Other symptoms:

( ) Regular morning drinking
( ) Ethical deterioration
( ) Tremors
( ) Drinking with inferiors
( ) Psychological inhibitions
( ) Vague religious desires
( ) Prolonged binges
( ) Impairment of thinking
( ) Loss of alcohol tolerance
( ) Drinks "products"
( ) Indefinable fears
( ) Rationalizations fail

Hazards: Alcoholic psychoses (for about 10%) and irreversible brain or liver damage now becomes possible, if not probable. Inability to get or hold a career job and permanent loss of family may well become the rule rather than the exception. Early death from suicide, accident, or physical deterioration is now likely unless treatment begins. But treatment, and motivation toward recovery, are now far more difficult since life has lost much of its original promise and purpose.

Jellinek, E.M., Sc.D., "Phases in the Drinking History of Alcoholics; Analysis of a Survey Conducted by the Official Organ of Alcoholics Anonymous," Quarterly Journal of Studies on Alcohol, Vol. 7, pp. 1-88, 1946.

Jellinek, E.M., Sc.D., "Phases of Alcohol Addiction," Quarterly Journal of Studies on Alcohol, Vol. 13, pp. 673-684, 1952.

Trice, Harrison M., Ph.D., and Wahl, Richard J., Ph.D., "A Rank Order Analysis of the Symptoms of Alcoholism," Quarterly Journal of Studies on Alcohol, Vol. 19, pp. 636-648, 1958.

The exercise for this skill is straightforward. If you recognize any of the symptoms or phases in your life, get some help. Alcoholism is not discriminating. This means that even teens are not immune to this deadly disease. Alcoholism does not "get better" or just go away. However, treatment for it is available. For without treatment, alcoholics will die prematurely or in some cases go insane (extreme brain damage).

To find out how to get some help, continue with the next skill.

Skill: Demonstrating Knowledge About Where to Find Help for a Drinking Problem

If you or a friend have completed the checklists for the previous skill and have recognized the symptoms or phases, help is available. Where would a person go for help with alcoholism?

In the space below write down all the places you can think of where a person could get help for this disease.

1. Contact the hospitals in your area. They will oftentimes have treatment units in the hospital itself. A staff person can give you information on who to talk with on the unit, where it is located and how to find out if you or someone close to you can benefit from their services. Look in the phone book for the number of a hospital near you.

2. Telling someone about the need for help is a good idea. Talk to your guardian or caregiver. They might know where someone can get treatment.

3. Contact a local mental health center (see your phone book) and ask for information about where treatment for alcoholism is available.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How I Would Help a Friend or a Family Member With a Drinking Problem

The previous skill and exercises can be very helpful if you or another person is willing to get help. However, denial is a part of the disease. So, what can you do if you know someone who needs help and they will not seek it out voluntarily?

1. Sometimes an "intervention" can be done with someone who drinks. For this exercise, find out what this means. Contact a treatment center in a local hospital or an alcoholism/drug addiction counselor. These people can give you information about an intervention and can tell you how, when and why it might be necessary.

2. Sometimes people who have a drinking problem are hesitant to talk to others about it. They may even be convinced that you are the problem and ask you to mind your own business. However, merely telling someone that you are concerned may start them thinking about their problem. Try this, but don't be surprised if the person doesn't listen. It's not your fault. It's the disease. If this happens, drop the subject for awhile and get help for yourself.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How I Could Help Myself If I Am Close to Someone Who Abuses Alcohol

If you know someone who refuses treatment or is not willing to discuss their drinking, then your responsibility is to help yourself. Even if this person gets treatment, you may also need some assistance with how their past behavior has affected you and how you will cope with new, healthier behavior.

Describe how you could help yourself if you are close to someone who abuses alcohol. What can you do to cope with them and remain healthy and happy?

1. Al-Anon is for co-dependent people. This means that this self-help group is made up of people who know someone who is alcoholic. These meetings help people learn to handle someone's drinking. People in Al-Anon learn about the disease and what they can do for themselves. They also learn strategies that may eventually lead the practicing alcoholic into treatment. Contact Alcoholics Anonymous in or near your community. Ask for someone who can give you information on Al-Anon meetings. Al-Ateen meetings are also available in many communities; members are exclusively made up of people in their teens.

2. People who have lived with or been close to someone who is alcoholic oftentimes develop certain behaviors in response to the unhealthy behavior of the drinker. At times, the co-dependent person will exhibit behaviors that are just as unhealthy as that of the drinker. Sometimes attending Al-Anon or Al-Ateen is not enough. Treatment units also admit co-dependent people along with those who are alcoholics. There are also special treatment units especially for teens. Call your local hospital and find out if they have a treatment unit. Also ask if they admit co-dependent people and/or teens. The staff person can give you the necessary information on steps you (or someone you care about) can take in order to receive help.

3. Contact a local mental health center, alcohol/drug resource or counseling center. Talk to the receptionist or a counselor about how a person could find out more about Al-Anon, co-dependency and treatment for family or friends affected by a person's alcoholism.

My own exercises or ideas:

The list below can give you (or someone you know) a starting point if you wish to read more about alcoholism. These books or articles can also help you with the previous exercises on this topic.

My Dad Loves Me, My Dad Has a Disease: A Workbook for Children of Alcoholics, C. Black (1979). Distributed by MAC Printing and Publication Division, 1850 High Street, Denver, Colorado 80218.

It Will Never Happen to Me: Children of Alcoholics as Youngsters, Adolescents and Adults, C. Black (1981). Distributed by MAC Printing and Publication Division, 1850 High Street, Denver, Colorado 80218.

Young Alcoholics, T. Alibrandi (1978). Distributed by *CompCare Publications, Box 27777, Minneapolis, Minnesota 55427.

*CompCare also offers many other booklets on alcoholism. Write and ask for their catalog.

Early Recognition of Alcoholism and Other Drug Dependence (1980). Distributed by *Hazelden Educational Services, Box 176, Center City, Minnesota 55012.

*Hazelden Educational Services also offers a catalog of other books and pamphlets. Write for one.

You can also write to A. A. World Services, Inc., Box 459, Grand Central Station, New York, New York 10163, for additional material and information on AA and alcoholism.

Skill: Demonstrating the Ability to List Three Illegal Drugs and Their Effect on the Body

Prescription drugs are often misused. However, illegal or "street" drugs are widely available to those who know where and how to purchase them. There are many types of illegal drugs. All of them can have damaging effects on the body. Think about the drugs you have heard about or even possibly have tried. In the space below, list three illegal drugs and their effect on the body.

1. Your local alcohol/drug resource center or treatment unit can help you with this skill. They can provide you with pamphlets, books or even a film to watch on different drugs and their effects on our bodies. Locate a resource center or treatment unit in a local phone book. Call them and ask if they can talk with you or send you some information.

2. The library will have books on this subject. Go to your library and look in the card catalog under Illegal or Illicit Drugs, Drug Addiction or the name of the drug you are inquiring about. Check out some books or look through them while you are there.

3. At the present time, there are television announcements regarding alcohol and drug abuse in our society. If you are watching television and see an announcement on a particular drug, listen for the dangers that the drug poses. Write these down and use them to complete this skill.

4. Ask someone who has used drugs or uses them now. If they are honest, and have used them over time, they can tell you what effects the drug has had on their body as a result of using.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How the Use of Drugs Could Negatively Affect My Work or School Performance

Like alcohol, other drugs can have a negative impact on your life, including school or work.

Describe how drugs could negatively affect school or work. List some examples of things that could happen if someone went to school or work under the influence of an illegal drug.

1. Perhaps you have seen people "nod out" at school or work. Perhaps you have seen other behaviors that led you to believe that a person was using drugs. Can you think of any of these experiences? How did you see the drug affect their performance at work or school? Describe this below.

2. Any recovering drug addict will be able to tell you the adverse effects of using drugs and how they negatively impacted performance at school or work. You may know someone who no longer uses drugs. Ask if they will talk to you about their experiences.

3. Narcotics Anonymous (NA) is for people who have the desire to stop using drugs. These groups are run in much the same way as AA. These groups also provide open meetings for people who are interested in finding out "how it works." Contact a local AA or NA group. You will find a number in the phone book, probably in the white pages. If you cannot find a group listed in the phone book, a local mental health center should be able to tell you how to locate an open NA meeting. Attend a meeting if you can. Listen to the stories told by those recovering people. You may hear of their experiencess surrounding drug use and school or work.

My own exercises or ideas:

Skill: Demonstrating Knowledge About the "Warning Signs" of Drug Abuse

The process of addiction to drugs is a progressive one. Addiction to drugs follows much the same course as that of alcohol. This is due to the fact that alcohol is a drug as well. Like alcohol, other drug addictions become worse and more life-threatening the longer the disease goes untreated. It is important to know the "warning signs" of drug addiction for yourself as well as those you care about.

List some "warning signs" or behaviors that may indicate that a person is abusing drugs.

1. Turn back to the exercise concerning alcoholism and how close it is to you or someone you know. Look at the questions and checklists. Do you recognize some of these signs or symptoms in a person who uses drugs? Substitute alcohol for the substance being abused. Can you see signs of possible addiction?

2. Your local mental health center and/or alcohol/drug resource center can also provide you with information on the warning signs for drug addiction. Call and ask how you can obtain this information. They can probably send you some or can speak with you directly.

3. Write to the following organization and request information on drug addiction and how to recognize this disease.

Hazelden Educational Services
Box 176
Center City, MN 55012

My own exercises or ideas:

Skill: Demonstrating Knowledge About Where to Find Help for a Drug Abuse Problem

Like alcoholism, there is no cure for drug addiction. However, people can get assistance with learning to live with using drugs.

Where could a person go for help with a drug abuse problem?

1. Watching television can give you some idea about where a person could go for help. There are announcements and advertisements on television that let viewers know where they can get help, how and who to call. If you see these on television, write down this information. Include the center or hospital, the location and phone number.

2. Contact a mental health center. Ask for the names of hospitals or agencies that offer help to those who are chemically dependent. They will know where to refer people for this assistance if they do not offer it themselves.

3. Call the hospitals in your area. Ask if they have a treatment unit for chemical dependency in their facility. If there is not a unit close to you, ask if a hospital staff person could give you the phone number of units in other nearby communities.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How I Could Help Myself If I Lived With a Person Who Abused Drugs

The disease of addiction not only affects those who are abusing drugs, but also those who are close to that person. Addiction affects family members and friends. Addiction has been called "the family disease" because no one goes untouched by chemical dependency.

If you are living with or know someone who is using drugs, where could you get some help in learning how to cope with this person's addiction? List these places.

1. Contact a local Al-Anon group in your area (use the phone book). Ask if there is a Nar-Anon group in your area. Also ask about Al-Ateen and/or Al-Anon groups. Many people attend these meetings for assistance regardless of whether the drug abuse problem is alcohol or a different substance. Ask when and where these meetings take place.

2. Treatment units also offer assistance to co-dependent people. There are many programs that treat family and friends in a hospital setting. Call a treatment unit or hospital in your area. Ask how a person could get help with co-dependency. They can give you information on this subject.

3. Many helping professionals (i.e., social workers, psychologists) specialize in teaching chemical dependency and co-dependency. Contact a local mental health center or alcoholism/drug addiction resource center or agency. Ask about assistance with co-dependency. A counselor there may be able to help you.

My own exercises or ideas:

SEXUAL HEALTH

FAMILY PLANNING

EXERCISES

Skills: Demonstrating the Ability to Identify at Least Three Types of Birth Control Methods

There are many ways to lessen the likelihood of pregnancy occurring whether you are male or female. Knowing about birth control is essential; it takes more than one to make a pregnancy occur.

Look at the list below and place a check mark after each item that you believe to be a form of birth control.

a) Withdrawal (pulling out before ejaculation _____
b) The Pill _____
c) The "Natural Method" _____
d) Douching _____
e) Diaphragm with contraceptive jelly _____
f) Avoidance of orgasm _____
g) Condom (rubber) with spermicide _____
h) Sterilization _____
i) Having intercourse only when menstruating _____

Check the key at the end of page 174. If you chose any of the items that were not forms of birth control, complete the following exercises.

1. Contact your local family planning clinic. The health department near you should have this service. If you are under the age of 18, you do not need parental consent to obtain birth control. Make an appointment at the clinic to discuss birth control methods or how to obtain the one(s) that would be best for you to use for your own personal circumstances.

2. The library can also provide you with information on birth control technology. Look under Contraception or Birth Control in the card catalog.

3. Your doctor or clinic can also provide you with information on birth control. Call and ask to make an appointment. Let your doctor know that you need information on effective contraception.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How to Effectively Use at Least Three Types of Birth Control Methods

It is important to know that birth control methods need to be used correctly in order to be effective. Using a method correctly can make the difference. If you are considering a birth control method (or are using one now) find out how to use it correctly.

Look at the following list of birth control methods. After each method, describe:

a) how it is used and when; and
b) how effective it is when used correctly.

Birth Control Pill -

Key: b, c, e, g and h are forms of birth control.

Diaphragm with Contraceptive Jelly or Cream -

Contraceptive Foam or Tablet -

Condom (rubber) with Contraceptive Foam -

Condom (rubber) -

1. If you have some doubt as to how these methods are used, refer to the key at the end of this skill. In addition, proceed with the two exercises that follow.

2. Contact your local family planning clinic at the health department. Make an appointment. They can give you additional information on how to use birth control. Read the information carefully. Share it with your partner as well.

3. Again, your doctor or clinic can provide you with this information. Call and make an appointment. Discuss the different options and how to use them. This may seem like a scary thing to do since talking about sex can be difficult at times. However, not talking about or asking questions can lead to a pregnancy that is even more frightening when unplanned.

My own exercises or ideas:

Key:

Birth Control Pills: 99.5%

The pill is effective when taken correctly. The pill must be started on day 5 of the menstrual cycle. After the first package of pills is finished, you do not have to remember the 5th day of your period. You simply continue to take the pill every day, at the same time each day. You will start a new pack of pills on the same day of the week (each month) as you started your first pack. Try not to miss any pills. However, you will be protected against pregnancy if only one pill is missed and made up the next day. If two pills are missed, take two pills the day you remember and two pills the next day. Then return to one pill a day. If this happens you are <u>not</u> protected against pregnancy. You must use a "back-up method," such as foam and condoms, and continue your pills daily until your next period. <u>Never</u> stop taking your pills. If you have questions call your clinic.

Diaphragm with Contraceptive Jelly or Cream:

Like the pill, this method can only be obtained from a private physician or at your clinic. The diaphragm is a cup of rubber or soft plastic that is placed in the vagina each time before intercourse. Contraceptive jelly must be used with the diaphragm for it to be effective. When used properly this method is 85-90% effective. Find out more about this method, as a woman must be fitted for one and showed how insertion takes place.

Contraceptive Foam or Tablet:

This can be purchased at a pharmacy or through your doctor or clinic. A foam or a tablet is placed in the vagina each time before intercourse. This method is approximately 85% effective. More foam or a tablet must be used each time intercourse occurs.

Contraceptive Foam with Condom:

This method is almost as effective as the pill. When used together and correctly, chances of pregnancy are low. Condoms can be purchased at a pharmacy. The foam must be inserted before intercourse and the condom must be put on correctly while the penis is erect. Read the directions on the condom and foam containers carefully. Use them as directed.

Condom:

The condom is a thin sheet of rubber. Used alone with no foam, it is 90% effective when used correctly and carefully!

Birth control information obtained through:
Topeka Shawnee County Health Department
Topeka, Kansas

Skill: Demonstrating the Ability to Determine Which Type of Birth Control Would Be Best for My Partner and Me to Use

Deciding on which birth control method to use is important. People require a method(s) that is most suited to their needs (health, frequency of intercourse, maturity). Find out which birth control method is best suited for you and your partner.

I have information about birth control. Based on what I have read and the discussions I have had with my doctor or clinic, _____ is the best choice for birth control at this time.

1. Call your clinic or doctor. You and your partner can go together to discuss birth control options. The doctor or nurse will talk to you about your options and your lifestyle. Out of this discussion you will be able to determine which method is the best choice for both of you.

2. Besides talking this over with a doctor or nurse, talk between yourselves. Birth control is a responsibility for both people involved. Talking about sex and birth control will also help to insure that both of you know that a method is used every time you have intercourse. Not communicating this, and assuming the other person is responsible, can lead to an unplanned pregnancy if both people believe the other is using a method and this isn't the case.

My own exercises or ideas:

Skill: Demonstrating the Ability to List the Three Options a Woman Has in Determining the Outcome of Her Pregnancy

Once a woman is pregnant, she has three options or choices available to her in considering the outcome (end result) of her pregnancy. This is a difficult, emotional and major decision for a woman who is pregnant. If you or someone you know is pregnant, find out what your options are as soon as possible.

List the three options a woman has available to her in determining the outcome of her pregnancy.

1.

2.

3.

1. If you, or someone you know, believes that a pregnancy has occurred, it is important to have a pregnancy test done. Family planning clinics offer pregnancy testing at local health departments. Through a pregnancy test a woman can find out if she is pregnant and how far into the pregnancy she is. Once this is done it is up to the woman herself to decide what her next steps will be.

2. Once again, a social worker at a family planning clinic can let a pregnant woman know what her options are. The social worker can also let the woman know about other resources or people she can talk with about her options or where to go for further assistance once her decision is made. To find out more about these options, call a family planning clinic.

3. Planned Parenthood can also help a woman who is pregnant by discussing her options with her. This number can be found in your phone book or in one that lists services for a larger metro area. Call to find out more information about the services that Planned Parenthood offers.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How Pregnancy Occurs

Many people would say that they know how pregnancy occurs. However, because sex is something that is difficult for many people to talk about, misinformation and rumors can circulate and information about pregnancy and intercourse can be false and misleading. Knowing how pregnancy occurs can help lessen the likelihood that a person may believe a false statement and act on it, thus leading to an unplanned pregnancy.

In the space below, discuss the following questions.

a) What role does sperm play in a pregnancy?

b) Where is sperm produced in the male body?

c) What part of the male body is responsible for depositing sperm around or into the female's vagina?

d) What would happen if the sperm met an egg (ova)?

e) What is menstruation and why does it occur?

f) If a woman is having intercourse and fails to have a period what should she do?

g) Can a woman become pregnant any time during the month?

yes ____ no ____

h) Can pregnancy occur the first time that a person has intercourse?

yes ____ no ____

1. The best way to find out more about these questions is to contact your doctor or family planning clinic. It might seem easier to ask a friend, but sometimes the information that goes around through word-of-mouth is false.

   Contact your doctor or clinic and make an appointment. Ask for information on pregnancy, how it occurs and how to prevent it.

2. Books are available at the library that can also assist you with finding out more about pregnancy. Check the catalog under Pregnancy, Reproduction and/or /Contraception. Do some reading. Get the facts!

My own exercises or ideas:

Skill: Demonstrating Knowledge Abou How Sexually-Transmitted Diseases Are Spread

Knowing how sexually-transmitted diseases or infections spread can help you to protect yourself against infection.

Look at the list of sexually-transmitted diseases. After each one describe how you think these diseases are passed from one person to another, and describe the condition.

Chyamydia -

Hemophilus Vaginalus -

Monilia (Yeast) Vaginitis -

Genital Warts -

Genital Herpes -

*Scabies -

*Lice -

Gonorrhea -

Syphilis -

*AIDS -

*Although scabies and lice are not diseases, they are included in this section because they can be spread through sexual activity. In addition, AIDS is also spread through IV drug use and blood transfusions.

1. Contact a family planning clinic. Ask for information on all the sexually-transmitted diseases given above. The staff people can make sure that you get information on all of these. Read the material carefully.

2. Reading books can also give you information on what the condition entails and how STDs are spread. Look under Human Sexuality, Sexual Diseases or Sexually-Transmitted Disease in the library's card catalog. You can also find information under the name of the individual disease itself.

   You can also get more information on VD (STDs) by calling the VD National Hotline, which can be done anonymously and at no charge. The number is 1-800-982-5883.

*Note - STD can be spread through sexual activity between persons of the same sex as well.

Skill: Demonstrating Knowledge About What Can Happen if Sexually-Transmitted Disease Goes Untreated

Most sexually-transmitted diseases can be cured. It is important to be treated for these, because if they are left untreated they can become major health problems.

Turn back to the previous skill. Look at the list of sexually-transmitted diseases or conditions. Write each one of these down in the space below. After each one, describe what would happen if it was left untreated.

1. Use the material or information you have from the previous skill. Does your material contain information on what would happen if the disease is not treated? If it doesn't, get this information from a family planning clinic or your doctor. You can also call the VD National Hotline (1-800-982-5883).

2. Your private physician can give you information on sexually-transmitted diseases and what can happen if they go untreated. Contact your doctor and ask for this information.

3. Information on this subject can be found in books. Your local library will have books on sexually-transmitted diseases. Once again, you can look under Sexually-Transmitted Diseases, Venereal Disease or the name of the disease itself in the card catalog.

My own exercises or ideas:

Skill: Demonstrating Knowledge About Where to Go If Treatment for a Sexually-Transmitted Disease is Needed

By doing the last exercise you now know how important treatment for STDs can be. In the space below, list as many places as you can think of where a person could go for treatment for sexually-transmitted diseases or conditions. If you have done the previous exercises related to STD you will most likely be able to answer this question already.

1. Read the material or consider the information you have on STD. Does the information tell you where a person can seek treatment? Look through this information carefully and note the references made to places where help is available.

2. Contact a local hospital or doctor. Ask if someone can give you information on where to go for treatment of STD. They can treat someone on their premises (hospital or physician's office) as well as give you a list of other places where treatment can be sought.

3. Talk to a friend. Maybe your friend will know of such a place. Perhaps they have heard about the services offered through a health facility in your community and can tell you about it.

My own exercises or ideas:

Skill: Demonstrating Knowledge About How a Person Could Lessen the Likelihood of Contracting (Getting) a Sexually-Transmitted Disease

There are certain things a person can do in order to lessen the chances that an STD will be passed on from one person to another. Prevention is important. In addition, if you have a sexually-transmitted disease your partner may need to take precautions as well (protection and treatment if necessary).

The following is a list of the most common STDs.

Mucopurulent Cervicitis (MPC)	Syphilis
Nongonocuccal Urethritis (NGU)	Crabs
Conorrhea	Scabies
Genital Herpes	Chancroid
Genital Warts	Lymphgranuloma Venereum
Trichomoniasis	Granuloma linguinale
Gardnerella Vaginalis	Hepatitis B

Look at this list. For each STD, explain how a person could prevent their partner(s) from contracting it. In other words, what could a person do or not do in order to keep from giving an STD to another person. Write your explanation on the page that follows.

1. Again, you can contact a family planning clinic at your local health department. They can give you information on prevention and what to do (or not to do) until an STD is cleared up or dormant.

2. Look through the information or material you may already have on STDs from other exercises. Does this information tell you how a person could alter their behavior in order to prevent the spread of an STD?

3. Write for information on STDs. The list below is made up of books or organizations that can help you with this skill.

   Hotlines: HELPLINE (for herpes) - (415)388-7710
   VD NATIONAL HOTLINE - (800)227-8922

   Organizations: American Foundation for the Prevention of VD
   335 Broadway, New York, NY 10013

   American Social Health Association (ASHA)
   260 Sheridan Avenue, Palo Alto, CA 94306

   Ed-U-Press
   Box 583, Fayetteville, NY 13066

   Books: The New Our Bodies, Ourselves, The Boston Women's Health Collective, Simon and Schuster, Inc., 1984.

   Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships, Ruth Bell, et al., New York: Random House, Inc., 1980.

   Healthy Sex . . . And Keeping It That Way: A Complete Guide to Sexual Infections, Richard Lumiere, New York: Simon and Schuster, 1983.

Skill: Demonstrating the Ability to Define the Word AIDS

AIDS is a disease with no cure. Everyone who has contracted AIDS thus far has died. AIDS is caused by a virus. This virus (HTVL-III) causes the body's defense system to break down. This breakdown makes the body more susceptible to certain diseases. People with AIDS itself suffer from an unusual, life-threatening infection and/or rare forms of cancer. ARC (AIDS-Related Complex) is also thought to be caused by the same virus as that of AIDS. So far, only 5 to 20 percent of people with ARC have progressed to full-blown AIDS.

What do the letters AIDS stand for?

1. Contact your local health department. Ask to speak to someone who can give you information on AIDS. Also ask what the letters AIDS stand for.

2. Talk to a local Aids Project. In larger cities, programs are available that cover AIDS education, prevention, and helping people with AIDS. Look in the phone book under Social Services. An AIDS Project may be listed here. If not, call a mental health center and let them know you would like to find out more about AIDS and what these letters mean.

3. AIDS announcements on television are not uncommon. If you see one on television, listen closely. The announcement can give you information on where to find out more about this disease and what the letters AIDS stand for.

My own exercises or ideas:

Skill: Demonstrating the Ability to List the Ways That Aids Can Be Transmitted

AIDS can be transmitted by sharing needles and through blood transfusions. However, AIDS can be transmitted in a number of ways through sexual activity. Knowing how AIDS is spread can help you to know what preventive measures to take every time you have sex. It is also important to note that AIDS is not a "Gay Disease." Heterosexual people are at risk as well. If you are sexually active, you are at risk for AIDS, particularly if you or your partner has had sex with someone else and has not practiced "safer sex."

To find out how much you know about how AIDS is transmitted, answer the following questions.

Which of the following body fluids <u>can be</u> carriers of the AIDS virus? (Check the ones you think are carriers.)

blood	_____	urine	_____
menstrual blood	_____	feces	_____
saliva	_____	sweat	_____
semen (sperm)	_____		

AIDS can be transmitted from one person to another in which of the following ways? (Check your answer.)

a) shaking hands _____
b) non-sexual touching of a person with AIDS _____
c) oral sex _____
d) deep or French kissing _____
e) toilet seats _____
f) eating utensils _____
g) touching something that a person with AIDS has touched _____
h) *masturbation _____
i) anal sex _____
j) vaginal intercourse _____
k) *rimming _____
l) *fisting _____
m) *watersports _____
n) massage _____
o) fantasy _____

1. Contact a local health department. Find out if they can give you some pamphlets on AIDS and "safer sex" practices. These materials will contain ways to prevent the spread of this disease, as well as how it is spread.

2. If there is an AIDS Project in your community, contact them. Look in the phone book under Social Services. Contact a mental health center for the phone number if an AIDS Project is not listed.

3. Call 1-800-342-AIDS for more information. You can also contact the San Francisco AIDS Foundation at 333 Valencia Street, Fourth Floor, San Francisco, CA 94103, for additional information.

*Rimming is oral/anal contact.
*Fisting is the insertion of a hand or fist into the vagina or anus.
*Watersports is a term used to refer to urinating on someone. Internal watersports or urinating on an open sore is risky.
*Masturbation is safe as long as sperm does not enter another person's body, mouth or sore on the skin.
*Deep kissing or French kissing is risky if saliva is passed between people, particularly if there are sores or cuts in the mouth.

Key: AIDS can be passed from one person to another through c, d, h, i, j, k, l, and m.

Skill: Demonstrating Knowledge About Practicing Safer Sex

Safer sex means being responsible. Sexual safety means safer sex every time. Anyone and everyone who is sexually active should practice safer sex. Sex isn't worth dying for. You can limit the spread of this disease by not exchanging body fluids with another person.

Which of the following items <u>are</u> "safer sex" practices? Check your answer.

a) intercourse (anal/vaginal) without a condom _____
b) abstinence _____
c) dry kissing _____
d) hugging _____
e) massage _____
f) anonymous sex with multiple partners _____
g) oral sex without a condom or vaginal block _____
h) mutual masturbation (no exchange of fluids) _____
i) loving _____
j) unshared sex toys _____

1. The Charlottesville AIDS Resource Network (CARN) at 15879 Crabbs Branch Way, Rockville, MD 20855, has information available on safer sex. Write for information.

2. Call 1-800-342-AIDS for information on safer sex. This is a toll-free number.

3. Watch for workshops or educational presentations in your community on AIDS and safer sex. Attend one.

My own exercises or ideas:

Key: Safer sex practices are b, c, d, e, h, i, and j

Skill: Demonstrating the Ability to Separate the Facts from the Myths About AIDS

Many people are misinformed about AIDS or the people who contract the virus. It is important to know the facts so that you can protect yourself and know the truth about this disease and its victims.

Answer the questions below.

a) The onset of AIDS can appear as long as _____ years after exposure to the virus.

b) Only homosexual men get AIDS.
_____ true _____ false

c) A positive AIDS antibody test means you definitely have AIDS.
_____ true _____ false

d) A person who has a positive AIDS antibody test, but no symptoms of AIDS, cannot spread the virus to others.
_____ true _____ false

e) Heterosexual people are at risk for AIDS.
_____ true _____ false

f) There is no cure for AIDS.
_____ true _____ false

g) Only people who are "sinful" get AIDS.
_____ true _____ false

h) AIDS can be transmitted by sharing needles.
_____ true _____ false

i) Sometimes people who have had blood transfusions get AIDS.
_____ true _____ false

j) For a condom to be efficient, it must be put on during foreplay before there is any pre-ejaculatory fluid.
_____ true _____ false

k) A condom should be used only one time.
_____ true _____ false

l) Lesbian women are not at high risk for AIDS unless they use IV drugs or have unsafe sex with people in high risk groups.
_____ true _____ false

Key: a (7 years), b (F), c (F), d (F), e (T), f (T), g (F), h (T), i (T), j (T), k (T), l (T)

1. Contact an AIDS Project. Ask for the facts about AIDS.

2. Go to your library. Find a current book or article about AIDS. Read about this disease and find out what is known about it and what the truth is. Believing myths or wrong information can be deadly.

3. Call 1-800-342-AIDS for information.

My own exercises or ideas:

Skill: Demonstrating Knowledge About AIDS Symptoms

Many of the early symptoms of AIDS or ARC are similar to those of common minor illnesses, like the "flu." What distinguishes AIDS is the severity and duration of the symptoms.

List nine symptoms of AIDS:

1.

2.

3.

4.

5.

6.

7.

8.

9.

For this skill, repeat the exercises for the two previous skills. This will provide you with more information on the symptoms of AIDS. Talk to your physician about these symptoms if you recognize any in yourself.

Nine symptoms of AIDS: excessive tiredeness, fevers, weight loss, swollen lymph nodes, persistent sore throat, cough, bruising or unexplained bleeding, diarrhea and purple bumps or blotches on the skin.

My own exercises or ideas:

Skill: Demonstrating Knowledge About Where to Go for the AIDS Antibody Test

If you or someone you know believes that testing for AIDS should be done, there are places that can do this. The test is done by drawing blood.

In the space below, list two places where a person could go for an AIDS antibody test.

1.

2.

1. Contact your local health department. Ask if they do this test. If they do, make certain that testing is confidential. Ask how they keep this confidential.

2. Your physician can give you information on AIDS testing. Call and ask if it can be done at the office or if the physician can give you a referral for another testing site.

3. Call 1-800-342-AIDS. Find out if they can give you a number in your area that serves as a testing site.

My own exercises or ideas:

Human sexuality is a large and encompassing topic. This topic includes such things as body image, relationships, attraction, anatomy, infertility, aging, etc. The following list of books and resources can give you a starting point to increase your knowledge about sexuality.

Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships, "Exploring Sex with Someone of Your Own Sex," Tim Wernette, New York, NY: Random House, Inc., 1980.

Sapphistry: The Book of Lesbian Sexuality, Pat Califia, Tallahassee, FL: Naiad Press, 1980.

Liberating Masturbation: A Meditation on Self-Love, Betty Dodson, Bodysex Designs, P.O. Box 1933, New York, NY 10001, 1974 ($4.00).

The Hite Report on Female Sexuality, Shere Hite, New York: Dell Publishing Company, Inc., 1976.

(also available: Hite Report on Male Sexuality)

Information for AIDS exercises taken from:

AIDS Quiz
Department of Health Education
Watkins Memorial Hospital
Student Health Services
The University of Kansas, 1987

AIDS: What Everyone Should Know
American College Health Association, 1985
(see address below)

Safe Sex
CARN: for the American College Health Association, 1986
15879 Crabbs Branch Way
Rockville, MD 20855

Safer Sex: Your Responsibility, Your Choice
Good Samaritan Project
3940 Walnut
Kansas City, MO 64111

SIECUS (Sex Information and Education Council of the U.S.)
84 Fifth Avenue
New York, NY 10011
This organization has approximately 65 bibliographies on sex-related topics, including sexuality and illness, disability, aging, and informing children about sex. Write for an order form and film resource guide.

EXERCISES

Skill: Demonstrating the Ability to List Ten Things That I Do Well

Everyone has things that they do well. However, for some people it may be hard to name these things. It is important to come up with a list so that you feel capable and can celebrate these things that you do well. Once you can see some of these things, your list will probably continue to grow!

List ten things that you do well.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1. If you are having difficulty coming up with enough items on your list, think about the moments in your life that have brought you joy. Were you helping someone else? Did you win an award? Were you able to accomplish something that you didn't think was possible? Do you do well in certain classes or other school activities?

2. Sit down with some friends. Help each other come up with things that each of you do well. Sometimes this makes it easier to come up with lots of items for the list.

3. Ask a parent, caregiver, etc. for feedback on the things you do well. You might even try looking through a photo album. Do the pictures you see remind you of things that you do well or things that made you feel good about yourself?

My own exercises or ideas:

Skill: Demonstrating the Ability to List Five People That I Like a Lot

Sometimes we can feel rather alone. If things are bothering us, we may feel like we don't have a friend in the world. Having friends, or people that we like a lot, in your life is important. People can help all of us to feel lovable and capable.

List five people that you like a lot.

1.

2.

3.

4.

5.

1. Take some time to think about the people that you know. These people can be friends, relatives, co-workers, etc. How do you feel when you're with them? Do you like being around these people?

2. You can also think about your past. When you were a child, who did you like? As you grew up, who were the people that you liked being around?

My own exercises or ideas:

Skill: Demonstrating the Ability to List Five People That Really Like Me

Knowing who you like and who likes you can make you feel as if you belong. It's important to know that people like us; everyone wants to feel loved.

List five people who really like you.

1.

2.

3.

4.

5.

1. Think about the people you socialize with or work with. Who do you spend time with? Is it fun? Do you feel "a part of things" with these people?

2. Another way to come up with people who like you is to think about special times you've had with others. Did someone say something to you that let you know that you were special? Maybe a hug or a nice note has let you know that you are liked by the people in your life.

My own exercises or ideas:

Skill: Demonstrating the Ability to List Six Experiences from the Past Five Years that Were Successful or Satisfying to Me

Everyone has had experiences that they felt good about having. These experiences may have been successful or satisfying to you in any number of ways. Remembering these experiences can help you to recall things that make you feel good about yourself. It is important that everyone be able to do this in order to continue to feel capable in a world that sometimes leads us into feeling unworthy or unimportant.

List six experiences from the past five years that were successful or satisfying to you.

1.

2.

3.

4.

5.

6.

1. Once again, think back to experiences that you felt good about. Did the experience help you feel successful? Was it satisfying to you? Do you have things in your possession that remind you of a good experience from the past five years?

2. Look through old photos. Do you see people or places that remind you of a good experience from your past?

3. Talk to a friend or relative about successful or satisfying experiences you have had in the past. This is helpful because sometimes other people will remember things that we have forgotten.

My own exercises or ideas:

Skill: Demonstrating the Ability to List Six Experiences from the Past Six Months that were Successful or Satisfying to Me

This skill is like the previous one, only it involves thinking about more recent successful or satisfying experiences.

List six experiences from the past six months that were successful or satisfying to you.

1.

2.

3.

4.

5.

6.

For this skill, repeat the exercises from the previous skill; only think about the last six months. Again, it is important to do this so that you don't lose sight of the fact that you are a success and have many things to feel good about.

My own exercises or ideas:

Skill: Demonstrating the Ability to List Six Anticipated Experiences that Will Be Successful or Satisfying for Me in the Near or Distant Future

We all have things that we would like to do; dreams or goals we want to accomplish for ourselves. Being able to identify these experiences gives everyone something to look forward to. These experiences can also give us something to strive for.

List six experiences that you think you will have in the future that will be successful or satisfying to you.

1.

2.

3.

4.

5.

6.

1. Think about the things that you would like to see happen. This may mean anything from a job opportunity to seeing an old friend. What things or experiences in the future are going to help you feel really good about yourself? If you think of more than six, write them down!

2. Think about the goals that you have for yourself. Where would you like to be in six months or a year? Are there things that you would like to accomplish or change about your life that will be satisfying to you? List every experience you can think of!

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Six Things that I Can Do that Help Me to Feel Successful

This skill is about the present, the present meaning at this time in your life. All of us have things that we do that help us feel successful. It is important that we know what these are. Everyone has "gifts" that are unique and personal. These things that help us feel successful can change or grow into new things.

Think about the things that you can do now, that help you feel successful. List at least six of these in the space below.

1.

2.

3.

4.

5.

6.

1. This may be easier if you think about what other people have said about your talents or experiences that were successful for you. What did others say that helped you realize or think about the things that you do well? List more than six if you can.

2. Sit down with a group of friends. Take turns telling each other about the things that each member of the group does that they have seen as successful for that person. Listen carefully when people are giving you this feedback. Write all of these good things down, and believe them!

3. A foster parent or caregiver can help you with this skill as well. Ask for their feedback about the things that you do that are successful for you. Add these things to your list.

My own experiences or ideas:

Skill: Demonstrating the Ability to List Five Personal Strengths

This skill is similar to the last skill. Instead of thinking about things you can do or have done, try thinking about your inner strengths. These strengths make it possible to do the things that you find successful or satisfying in your life. These strengths can include how you relate to other people, personality/character traits or even how you think about others or yourself.

List five personal strengths.

1.

2.

3.

4.

5.

1. Once again, sitting down with friends can help with this skill. Each person can tell others what personal strengths they see in each individual.

2. Think about your goals or things that were successful or satisfying to you in the past. How did a personal strength help you to feel successful or satisfied? Maybe you always try something new or maybe your personality was a strength in one or more of your experiences.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Five Positive Things I Have Noticed About Someone I Care For

It is important for everyone to feel as though they have positive attributes. Part of how people form opinions about themselves is through comments or the actions of others in everyday situations. Positive comments help everyone feel better about themselves.

Think about someone you care about. List five positive things that you have noticed about this person.

1.

2.

3.

4.

5.

1. To help you with your list, think about the times you have spent with this person. Did this person do or say something that struck you as positive? What was it? How did it make you feel?

2. You may notice that when you are around a particular person, you feel good. What is it about this person that helps you feel good? Thinking about this may assist you with adding more positive things to your list about someone you care about.

3. This exercise involves telling the person you care for about the positive things you see in them. A kind word is notorious for lifting someone's spirits!

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Three Responses that I Have Used that Have Kept Me from Using or Believing in My Own Strengths

Sometimes people find it difficult to accept positive things about themselves. But, the fact remains that everyone has strengths. Oftentimes, a person who has difficulty with this will come up with responses to positive comments about themselves that can let us know that they might not believe what others say about their strengths. One example of such a response is hearing a person say, "Do you really think so?"

List three responses you may have used that have kept you from using or believing in your own strengths.

1.

2.

3.

1. You may have heard others respond in a way that lets you know that they may be having a hard time using or believing in a strength they have. Do you recognize these responses? Have you said the same thing before to someone else? Doing this may help you add to the list of your own responses.

2. This exercise is a simple "thank you." When someone tells us something good about ourselves, we often respond with just a thank you. The next time this happens try the following.

   Example: A friend says, "You never give up."

   Your response: "Thank you. Yes, I agree. I feel good about the way I keep trying something until I succeed."

   Instead of just a "thank you," you are telling someone that you see this strength in yourself too.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Three Responses I Can Use to Help Me Believe in My Strengths

This skill can help you replace those "old tapes" that you may have in your head about your abilities or strengths.

What are three responses you could use to let someone know you believe in your strengths?

1.

2.

3.

1. Think about your conversations with other people. Maybe you said something about a strength that a certain person had. How did they respond? Did this response let you know that they believed they had this attribute or strength? Could you use this response yourself? If so, add it to your list.

2. Once you have three responses, practice using them. Doing this can help you "own" your strengths and feel good about it.

My own exercises or ideas:

Skill: Demonstrating the Ability to List Three Areas in My Life in Which I Once Felt I had Potential, But Haven't Used or Thought About for Awhile

All of us have potential or the talent to do certain things. Thinking about things we used to be interested in or did in the past can also help us to feel like we still have the same potential (or more)! Doing this can also help us to try certain things again or increase our awareness of what we can do.

List three areas where you once felt you had potential.

1.

2.

3.

1. Think about your past classes, art projects, music, sports, etc. Doing this can help you remember your potential and talent. As you recall your potential in certain areas, add these to your list.

2. Talk to a family member, caregiver or friend about your potential. This is especially helpful if they have known you for awhile. Ask them what they know about your talents and what they see as areas of potential for you. If you agree and see this potential, add these items to your list.

3. Looking through a scrap book or picture album may help you recall your potential. Maybe a certain picture or memory will help you add to your list!

My own exercises or ideas:

Skill: Demonstrating the Ability to List Three Areas Where I Might Have Potential But Never Have Tried Using Them

Maybe there are things that you'd like to try; things that you feel would bring you pleasure or that you'd be good at.

List three areas that you may have potential in but have never tried.

1.

2.

3.

1. For this exercise, think about things that you have seen others try or do. Do you recall thinking that you would like to try it? What were these? Add them to your list.

2. Get a group of friends together. Give each other feedback on what things could be areas of potential for each individual group member.

3. This exercise involves trying one of the areas or items on your list. Try two! You may find you have more potential or talent than you thought.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Two Parental Messages that I Still "Hear in My Head"

Everyone has sayings or words that they hear from time to time. These messages we often keep to ourselves and no one but us may know that we are thinking about old messages that our parents sent us. These messages can be negative or positive.

List at least two parental messages (one negative/one positive) that you still "hear in your head."

1. Positive:

2. Negative:

1. Maybe you've been doing something and have thought to yourself, "I can't do anything right." This message didn't just pop into your head. You learned it somewhere, from someone. Thinking about these messages may help you come up with the source. Was it a parent who "sent" you this message?

2. What parental messages have you heard other people react to or say? Maybe you hear the same ones. Add these to your list.

My own exercises or ideas:

Skill: Demonstrating the Ability to List the Ways that Parental Messages (Positive and Negative) May Be Influencing My Behavior Now

The messages that we have gotten from others may be influencing our behavior at the present time. Perhaps you've heard a positive comment or message about yourself or something you did. Do you think that these messages are influencing how you act now?

In the space below, list the parental messages you may have gotten earlier in life. For each message, write down how this is influencing your behavior or how you think about yourself.

1. To assist with thinking about your own messages, try this exercise. Pretend that you hear someone make a statement (S). Based on the statement decide what message (M) this person might have gotten from a parent. Then think of examples of how this message influences a behavior (B) the person may have.

S: I don't like to try new things.

M:

B:

S: I never do anything right.

M:

B:

S: I never believe in myself.

M:

B:

S: I am an important person.

M:

B:

S: My opinions matter just as much as anyone else's.

M:

B:

S: I know I am loved.

M:

B:

2. After you complete exercise number one (above), think carefully about the things that you say or think about yourself. Where did these messages come from? Are you doing things that may be caused by or related to an "old tape" in your head? Don't forget to think of positive messages and how they may be influencing your behavior as well. Add the behaviors that you come up with to the list at the beginning of this skill.

My own exercises or ideas:

Skill: **Demonstrating the Ability to List at Least Two Behaviors (Based on Negative Messages) that I Would Like to Change**

You may have come up with a list of many positive or negative messages from parents while doing the previous exercises. If this is the case, pick out at least two negative messages from your list. Note the behavior that is influenced by these messages. Ask yourself if there are behaviors or thoughts you would like to change that have continued as a result of a negative message you have received.

In the space below, write down two behaviors you would like to change.

1.

2.

1. For this exercise think about how this behavior is affecting you or others around you. What are the reasons you have for wanting to change? How will this change be beneficial for you? Use the space below to answer these questions.

2. If there are changes you would like to make, the next step involves answering the following items.

   a) What could I do to replace this old behavior with another?

   b) Is there a new response or behavior that I can acquire that is better than my old behavior?

   c) How could I start to change the behavior?

   d) Who can help me with this?

   Put your responses to a) through d) in the space below.

3. This exercise involves giving the new response or behavior a try! If you need help doing this, ask a friend or your caregiver. Learning new ways of acting or behaving isn't always easy. Look at the example below. It illustrates how an old behavior can be replaced with a new one.

> Jane Doe got the message very early in life that she was no fun to be around. At school she was shy and didn't hang out with her peers. She felt lonely, but was afraid to be with other people because she feared that others wouldn't like her. She wanted friends but was scared.
>
> One day she decided to make some friends. She started out slowly. She approached one person at lunch. She talked to her for a short period of time. She continued to do this every day for a week. As time passed, she was introduced to other people through the young woman she talked with at lunch. She realized that people did like her and that she could make friends. This was still scary for her at first, but soon friends started calling her at home. Jane has many friends now and feels good about herself instead of believing that she isn't fun to be around.

My own exercises or ideas:

Skill: Demonstrating the Ability to Choose Three Responses or Sentences I Could Use to Let Someone Know that I Need Some Attention or Need to be Noticed

Everyone needs to know that they're needed and wanted. At the same time, people need to be noticed and to feel as if they are deserving of and receiving attention. There may be times when you feel like you need to be attended to or noticed. Sometimes getting these things may seem difficult. Or we may expect someone to "just know" when we want these things.

How can you let someone know that you need attention or need to be noticed? Write down three things (responses/sentences) that can let someone know you need these.

1.

2.

3.

1. Read the list of responses or sentences below. Check three or more that would be appropriate ways to let someone know you need attention.

   _____ a) Being quiet and isolated
   _____ b) Saying "I need a hug"
   _____ c) Assuming that others already know what you need
   _____ d) Saying "I'm feeling sad, can we talk?"
   _____ e) Being angry because no one is noticing you
   _____ f) Behaving in a way that makes others angry so that you will be noticed
   _____ g) Telling someone you need attention
   _____ h) Asking a friend or caregiver to spend some time alone with you

2. After you complete exercise one (above) think about some other responses/sentences or ways you could let someone know what you need. Use the list above to help generate ideas.

3. Get some friends together and talk about the responses you can use to let people know what you need. Come up with as many items or responses as you can think of.

Key: b, d, g, h

My own exercises or ideas:

Skill: Demonstrating the Ability to Choose Healthy, Non-Destructive Ways to Handle the Feeling of Anger

Everyone gets angry. Anger is a very human emotion, although it isn't much fun to feel it. People handle anger in many different ways. However, some handle anger healthier and more appropriately than others. Sometimes it is difficult to learn ways of handling anger that aren't hurtful or destructive, especially if this is the way you have handled this feeling in the past.

How do you handle your anger? What do you do with it? How do you behave?

Answer the above questions in the space provided below.

1. Think about the times you have felt angry. Now, look at the items below. You may or may not recognize some of the behaviors. From the list, check the most appropriate (non-destructive) ways to handle anger.

_____ a) Hitting someone
_____ b) Hitting a door or a wall
_____ c) Talking to someone about it
_____ d) Getting drunk or loaded
_____ e) Ignoring other people or yelling abusive language at them
_____ f) Telling a person you may be angry at why you are, and how it makes you feel
_____ g) Asking someone to help you feel better or to listen to you when you are angry
_____ h) Taking some time to cool off and then discussing the anger with someone

2. What are some ways that you have seen others handle their anger (that you felt wasn't appropriate)?

Have you ever done the same or something similar?

How could you change your reaction to anger so that it is less destructive as well as being more productive and healthier?

3. If you need some help with this, ask someone. There are other ways to respond to anger that may be appropriate for you, but are not listed in exercise number one. Ask a friend or caregiver to assist you in coming up with ways to let your anger out that aren't destructive.

Key: c, f, g, h

My own exercises or ideas:

Skill: Demonstrating the Ability to List Three Ways (That are Good for Me) to Handle the Feeling of Sadness

Sadness is another feeling that isn't very comfortable. Sadness is something that people feel to some degree or another during their lives.

People react differently to sadness. Everyone has their own individual way of coping with it.

When you are feeling sad, what do you do? List three things.

1.

2.

3.

1. One of the healthiest things to do when you are sad is to name the feeling for yourself. Sometimes it is difficult to decide how we feel (e.g., am I sad or angry?). Think about what's going on when you think you feel sad. Is it sadness? If it is, say to yourself, "I feel sad. It is all right that I feel this way." Just knowing what the feeling is can help you know what to do.

2. It is only human to feel sad. Sometimes doing the following can help you get through those times when you feel a lot of sadness.

   a) Cry
   b) Spend some time alone and just feel!
   c) Ask a person who cares about you for a hug
   d) Talk to someone about your sadness
   e) Do something fun, by yourself or with others
   f) Take a walk

3. Look at the list above. Are there other things you can do to help yourself get through those times when you feel real sad?

   The next time you are feeling sad, try doing one or more of the things listed in exercise number two (or use one of your own).

My own exercises or ideas:

Skill: Demonstrating the Ability to List Three Ways (That are Good for Me) to Handle the Feeling of Loneliness

Loneliness is also one of those feelings tht can seem devastating at times. Everyone at some time or another feels this emotion.

What can you do for yourself when you feel lonely? List three things below.

1.

2.

3.

1. The next time you're feeling lonely, think about what would help you get through it or help you feel better. Try calling a friend and get together. Do something fun or nice for yourself. Sometimes being around others can help you feel less lonely.

2. Talk to someone you trust and who cares about you. Let them know how you feel; talk about it. Sometimes just talking about how you feel can help.

3. The next time you are lonely, make a list of all the people you know that care about you. Make your list as long as possible. Call one or two people on your list and talk with them about how you feel. Ask if they can spend some time with you.

My own exercises or ideas:

Skill: Demonstrating the Ability to Choose at Least Three Ways (That are Good for Me) to Handle the Feeling of Grief

Being separated from people we love and grieving about this loss is very difficult. Grief is hard to cope with for many people. Sometimes grief and sadness can seem so overwhelming. Grief is made up of anger, denial, acceptance and bargaining. People who experience grief go through these stages in different order. This is known as the grief process.

When you feel grief and are very sad about a loss, which of the following ways could you use to help yourself get through this experience? Check at least three that would be healthy and not destructive.

_____ a) Cry
_____ b) Tell others how you feel
_____ c) Run from your feelings by getting drunk or loaded
_____ d) Allow yourself to feel the pain of grieving and know that it is all right to do this
_____ e) See a counselor for assistance
_____ f) Hurt someone else
_____ g) Ask someone to hold you or hug you
_____ h) Keep a journal and write down your feelings

1. After you conplete the item above, see the key at the bottom of this page. Note the ways you can use to help yourself get through a period of loss and grieving. Try one or two of these the next time you are feeling grief.

2. Come up with other ways to handle grief. What else could you do to help yourself get through this period? Think of as many as you can.

3. Get some friends together. Find out what they do to handle their grief. Help each other to identify healthy ways to cope and get through this experience.

My own exercises or ideas:

Key: a, b, d, e, g, h

Skill: Demonstrating the Ability to List at Least Three Things I Can Do to Help Myself Feel Good About Me

Everyone has times when they don't feel good about themselves. However, constantly feeling this way is harmful. Most people find that doing certain things can help them feel better about themselves when they are feeling "down."

List three things that you can do to help you to feel better about yourself.

1.

2.

3.

1. What have you done in the past that has helped you feel good? Did you list this above? What have others suggested that you try in order to feel better about yourself? Have you read any material that has discussed ways to feel better about yourself? Think about these questions and use them to help you add things to your list above.

2. Ask others what helps them. Everyone has things that work for them. Maybe one of their suggestions will work for you.

3. Call a mental health center in your community. Ask someone to recommend some books that could help you to increase your knowledge about how to come up with ways to help yourself feel better about you! You may also try looking in the self-help section in bookstores for information on this.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Ten Adjectives or Phrases to Describe the Stereotypes that I Have Seen or Heard About Women and Men

Stereotypes are ideas or notions that people hold about others. Many times these ideas are false, damaging and sexist. When people are stereotyped, it is difficult for them to let others know that they are not the way they are being portrayed. The media often portrays people in stereotyped behavior. Examples of this can be seen on television. For instance, women are most always doing the laundry with detergent X, and the men are waiting for their clean clothes. This stereotype gives the message that women are still responsible for taking care of their husbands and that men don't do laundry when they have a woman around. This is a sexist advertisement. Stereotypes like this are damaging because they keep people from reaching their potential.

What are other stereotypes? In the space below, list ten for women and ten for men.

WOMEN: 1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

MEN: 1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1. A good way to be aware of stereotypes is to watch television. Advertisements, soap operas and drama on television can contain many stereotypical images of both men and women.

   When watching television, note as many stereotypes as you can. Add these to your list.

2. Sit down with a group of friends. Have everyone think about stereotypes they have heard about or seen on television. Come up with as many as you can identify for both men and women.

3. Pick out three magazines. Take some time to look through them. From each magazine, tear out as many pictures of stereotypical images as you can find. Attach these to a blank sheet of paper. Under each picture, write down what stereotypes are being perpetuated by the picture itself.

My own exercises or ideas:

Skill: Demonstrating the Ability to List at Least Two Ways that Gender Stereotypes Can Affect My Choice of an Occupation or Job

As mentioned before, stereotypes can be harmful because they limit people's potential or the ability to be what and who they want to be. In our society, particularly in the past, it was very common for people to believe that women only did certain things. The same has been true for men.

How could believing a certain gender stereotype influence or affect your choice of an occupation or job opportunity? Use the space below to list at least two examples.

1.

2.

1. To help you get in touch with some stereotypes you may hold, complete this exercise.

   Look at the list of occupations. Beside each one, write F (female) or M (male) next to the occupation that is more appropriate for each sex or gender. You may also use FM if you think both genders would be capable of doing the occupation.

_____ carpenter	_____ floral designer
_____ nurse	_____ engineer
_____ doctor	_____ writer
_____ vet	_____ artist
_____ librarian	_____ photographer
_____ secretary	_____ cook
_____ welder	_____ social worker
_____ person who does household work	_____ scientist

   When you have finished, check the key at the end of the exercises for this skill.

2. From doing exercise one, you are now more aware of how stereotypes can limit people's choice of occupations. How does this happen?

   How do you think it is limiting?

   What can you do to unlearn harmful stereotypes?

My own exercises or ideas:

Key: all of the occupations can be marked FM. Both sexes are capable of doing well in all of these.

Skill: Demonstrating the Ways that Gender Stereotypes Can Affect Me in Terms of Having Unrealistic Expectations of Myself or Others

Believing or "buying into stereotypes" can cause us to put unrealistic expectations on ourselves. This can range from thinking we have to look a certain way to believing we must act a certain way as well.

Look at the stereotypical or sexist statements below. What might a person do as a result of believing one of these stereotypes? Write your comments beneath each statement. Could or are any of these damaging or harmful to a person?

All women should be thin.

Men should not cry.

You are a man, be strong.

Woman should only have babies and stay home.

Men should act macho.

Only a woman would get so emotional.

Only real men have high paying jobs.

Blonde women are dumb.

1. Look at the previous statements. What other stereotypes or sexist statements can cause both men and women to limit their potential and to have unrealistic expectations of themselves? To do this, think about some stereotypes you may believe. Has this changed your behavior or made you think or feel in a certain way that may not be healthy for you?

2. Get some friends together and talk about this skill. Have stereotypes affected them? If so, how? Generate a list. How could a person unlearn or disregard a stereotype that is not healty or productive for them?

My own exercises or ideas:

Skill: Demonstrating the Ability to List Three Ways that Stereotypes Can Cause Someone to be Prejudiced Toward Certain People

Stereotypes not only affect both sexes, they are doubly damaging for people of color, ethnic groups, the differently-abled, and others.

In the space below, list three ways that stereotypes can cause prejudice toward certain groups of people.

1.

2.

3.

1. Think about some of the thoughts you have about groups of people.

   Do you believe this stereotype is true?

   Where did you learn this belief?

   Is an untrue or damaging belief harmful to others? To yourself? How?

   What do you think these groups of people feel like when others believe stereotypes about them that are false?

2. What have you heard others say about certain groups of people? Have you heard statements that you think are stereotypes? Perhaps your friends can think of some also. Add these to your list.

My own exercises or ideas:

Skill: Demonstrating at Least Two Ways that I Could Re-Educate Myself If I Wanted to Change My Thinking or Beliefs About People that Were Stereotypical

Some people change their beliefs or uncomfortableness with others by learning something about them. If you are interested in changing some beliefs you have, there are some things you can do.

What are two ways that you could re-educate yourself about a person or group of people?

1.

2.

1. Perhaps you have a stereotypical belief about a gay or lesbian person. Or maybe you have a belief about an Asian friend. One of the best ways to find out if your belief is valid is to ask this person. It may be scary, but this is one good way to get new information and to learn what people are really like instead of believing ideas that are harmful or limiting to you or others.

2. Go to your library and read some current books about other people's experiences. This may help you see how others think and feel about such things as being poor or a person of color, etc. The list could go on!

My own exercises or ideas:

_____ Self-Sufficiency Skill Inventory
(Name of Youth)

Read the following statements. Under each statement, list the activities or exercises that you completed for each skill and the date that these were completed.

- I demonstrated the ability to identify at least two places where I could obtain general medical care when I:

Date Completed: _____

- I demonstrated the ability to identify the steps I would go through in order to obtain the services offered by a health-care provider (i.e., doctor or dentist) when I:

Date Completed: _____

- I demonstrated that I know where to go in case of a medical emergency that requires immediate attention when I:

Date Completed: _____

- I demonstrated the ability to identify at least one place where I could obtain dental care when I:

Date Completed: _____

- I demonstrated the ability to identify at least one place where I could obtain eye exams or other optical services (glasses, contacts, etc.) when I:

Date Completed: _____

- I demonstrated the ability to identify at least one place where a person could go for gynecological exams when I:

Date Completed: _____

- I demonstrated that I have knowledge about the services offered by my city or county health department when I:

Date Completed: _____

- I demonstrated that I have knowledge about where to obtain mental health services in or near my community when I:

Date Completed: _____

- I demonstrated the ability to list the name and address of the hospital that is closest to my residence when I:

Date Completed: _____

- I demonstrated the ability to decide when health care services are needed to prevent illness or remedy a current illness or condition when I:

Date Completed: _____

- I demonstrated the ability to provide verification of past immunizations when I:

Date Completed: _____

- I demonstrated the ability to provide information about past illnesses or hospitalization when I:

Date Completed: _____

- I demonstrated the ability to provide information about current health concerns or problems when I:

Date Completed: _____

- I demonstrated that I have knowledge about family benefits (life, health, etc.) that I may be entitled to receive when I:

Date Completed: _____

- I demonstrated that I have knowledge about my birth family's medical/ health history when I:

Date Completed: _____

- I demonstrated the ability to provide verification of birth (certificate) when I:

Date Completed: _____

- I demonstrated the ability to identify the kinds of food I need to eat every day when I:

Date Completed: _____

- I demonstrated the ability to identify the amount of food I need to eat every day considering my age and weight when I:

Date Completed: _____

- I demonstrated the ability to identify the nutritional significance of foods and their role in maintaining good health when I:

Date Completed: _____

- I demonstrated the ability to identify at least three reasons why eating right is important when I:

Date Completed: _____

- I demonstrated the ability to identify at least three physical complications or problems that can arise due to an inadequate nutritional diet when I:

Date Completed: _____

- I demonstrated the ability to identify at least three reasons why exercise is important when I:

Date Completed: _____

- I demonstrated the ability to identify three forms of exercise that appeal to me when I:

Date Completed: _____

- I demonstrated the ability to identify two resources or places where I can find out how to get involved in sports or in an exercise program of my choice when I:

Date Completed: _____

- I demonstrated the ability to identify at least three positive benefits or results that I get from exercise other than physical ones when I:

Date Completed: _____

- I demonstrated the ability to identify two people who can exercise with me when I:

Date Completed: _____

- I demonstrated the ability to identify two strategies or ways to help motivate myself to exercise when I:

Date Completed: _____

- I demonstrated the ability to identify at least two reasons why adequate rest is important when I:

Date Completed: _____

- I demonstrated the ability to identify at least two substances (food, drink, etc.) that can interfere with my sleep or prevent me from going to sleep when I:

Date Completed: _____

- I demonstrated the ability to identify at least two strategies for ways to help me relax in order to get to sleep when I:

Date Completed: _____

- I demonstrated the ability to plan my daily activities in such a way as to allow for an adequate amount of sleep every night when I:

Date Completed: _____

- I demonstrated the ability to list at least four reasons why cigarette smoking is damaging to a person's health when I:

Date Completed: _____

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- I demonstrated the ability to list at least three reasons that people use to justify their smoking habit when I:

Date Completed: _____

- I demonstrated knowledge about how the use of tobacco is considered to be drug use when I:

Date Completed: _____

- I demonstrated knowledge about how a person could quit smoking when I:

Date Completed: _____

- I demonstrated the ability to list at least four advantages that a person gains by quitting cigarettes when I:

Date Completed: _____

- I demonstrated the ability to list at least four effects that alcohol has on the body when I:

Date Completed: _____

- I demonstrated knowledge about how alcohol can become physically addicting when I:

Date Completed: _____

- I demonstrated knowledge about how the use of alcohol inhibits a person's ability to operate motor vehicles when I:

Date Completed: _____

- I demonstrated knowledge about the effects that alcohol has on a person's emotions and personality when I:

Date Completed: _____

- I demonstrated knowledge about how a person's alcohol abuse can affect friends and family members when I:

Date Completed: _____

- I demonstrated the ability to list three myths about alcoholism or alcoholics when I:

Date Completed: _____

- I demonstrated the ability to decide how close I might be to the disease of alcoholism when I:

Date Completed: _____

- I demonstrated knowledge about where to find help for a drinking problem when I:

Date Completed: _____

- I demonstrated knowledge about how I would help a friend or family member with a drinking problem when I:

Date Completed: _____

- I demonstrated knowledge about how I could help myself if I am close to someone who abuses alcohol when I:

Date Completed: _____

- I demonstrated the ability to list three illegal drugs and their effect on the body when I:

Date Completed: _____

- I demonstrated knowledge about how the use of drugs could negatively affect my work or school performance when I:

Date Completed: _____

- I demonstrated knowledge about the "warning signs" of drug abuse (how to know when it's abuse) when I:

Date Completed: _____

- I demonstrated knowledge about where to find help for a drug problem when I:

Date Completed: _____

- I demonstrated knowledge about how I could help myself if I lived with a person who abused drugs when I:

Da mpleted: _____

- I demonstrated the ability to identify at least three types of birth control methods when I:

Date Completed: _____

- I demonstrated knowledge about how to effectively use at least three types of birth control methods when I:

Date Completed: _____

- I demonstrated the ability to determine which type of birth control would be best for my partner and me to use when I:

Date Completed: _____

- I demonstrated the ability to list the three options a woman has in determining the outcome of her pregnancy when I:

Date Completed: _____

- I demonstrated knowledge about how pregnancy occurs when I:

Date Completed: _____

- I demonstrated knowledge about how sexually-transmitted diseases are spread when I:

Date Completed: _____

- I demonstrated knowledge about what can happen if sexually-transmitted disease (VD) goes untreated when I:

Date Completed: _____

- I demonstrated knowledge about where to go if treatment for a sexually-transmitted disease is needed when I:

Date Completed: _____

- I demonstrated knowledge about how a person could lessen the likelihood of getting a sexually-transmitted disease when I:

Date Completed: _____

- I demonstrated the ability to define the word AIDS when I:

Date Completed: _____

- I demonstrated the ability to list the ways that AIDS can be transmitted when I:

Date Completed: _____

- I demonstrated knowledge about how to practice safer sex when I:

Date Completed: _____

- I demonstrated the ability to separate the facts from the myths about AIDS when I:

Date Completed: _____

- I demonstrated knowledge about the symptoms of AIDS when I:

Date Completed: _____

- I demonstrated knowledge about where to go for the AIDS antibody test when I:

Date Completed: _____

- I demonstrated the ability to list ten things that I do well when I:

Date Completed: _____

- I demonstrated the ability to list five people that I like a lot when I:

Date Completed: _____

- I demonstrated the ability to list five people that really like me when I:

Date Completed: _____

- I demonstrated the ability to list six experiences from the past five years that were successful or satisfying to me when I:

Date Completed: _____

- I demonstrated the ability to list six experiences from the past six months that were successful or satisfying to me when I:

Date Completed: _____

- I demonstrated the ability to list six anticipated experiences that will be successful or satisfying for me in the near or distant future when I:

Date Completed: _____

- I demonstrated the ability to list at least six things that I can do that help me to feel successful when I:

Date Completed: _____

- I demonstrated the ability to list at least five personal strengths when I:

Date Completed: _____

- I demonstrated the ability to list at least five positive things I have noticed about someone I care for when I:

Date Completed: _____

- I demonstrated the ability to list at least three responses that I have used that have kept me from using or believing in my own strengths when I:

Date Completed: _____

- I have demonstrated the ability to list at least three responses I can use to help me believe in my strengths when I:

Date Completed: _____

- I demonstrated the ability to list three areas in my life in which I once felt I had potential, but haven't used or thought about for awhile when I:

Date Completed: _____

I demonstrated the ability to name three areas where I might have potential but never have tried using them when I:

Date Completed: _____

- I demonstrated the ability to list at least two Parental messages that I still hear in my head when I:

Date Completed: _____

- I demonstrated the ability to list the ways that Parental messages (positive or negative) may be influencing my behavior now when I:

Date Completed: _____

- I demonstrated the ability to list at least two behaviors (based on negative messages) that I would like to continue when I:

Date Completed: _____

- I demonstrated the ability to list three responses or sentences that I could use to let someone know that I need some attention or need to be noticed when I:

Date Completed: _____

- I demonstrated the ability to choose healthy, non-destructive ways to handle the feeling of anger when I:

Date Completed: _____

- I demonstrated the ability to list three ways to handle the feeling of sadness when I:

Date Completed: _____

- I demonstrated the ability to list three ways to handle the feeling of loneliness when I:

Date Completed: _____

- I demonstrated the ability to choose at least three ways to handle the feeling of grief when I:

Date Completed: _____

- I demonstrated the ability to demonstrate at least three things I can do to help myself feel good about me when I:

Date Completed: _____

- I demonstrated the ability to list at least ten adjectives or phrases to describe the stereotypes that I have heard about women and men when I:

Date Completed: _____

- I demonstrated the ability to list the ways that gender stereotypes can affect my choice of an occupation or job when I:

Date Completed: _____

- I demonstrated my ability to list the ways that gender stereotypes can affect me in terms of having unrealistic expectations of myself or others when I:

Date Completed: _____

- I demonstrated the ability to list three ways that stereotypes can cause someone to be prejudiced toward certain people when I:

Date Completed: _____

- I demonstrated the ability to list at least two ways that I could re-educate myself if I wanted to change my thinking or beliefs about people that were stereotypical when I:

Date Completed: _____